

DIARY

Parents' champion

To Crypt Court No 1, in the bowels of the Law Courts in the Strand, to listen to Mr Justice Hodgson back the Brent parents against their dictatorial i.e.a. - reinterpreting great swathes of the 1944 Education Act as he does so (TES, May 3). He goes on for one and a half hours castigating the Brent Conservatives for cutting corners and acting *ultra vires* over secondary reorganization. The case is remarkable on two counts: first, the parents were granted legal aid - a most unusual occurrence in collective actions of this kind; and second, they used the money to hire an expert team of educational academics (led by Professor Maurice Kogan, of Brunel University), whose learned treatise on educational law and good practice was read to the court by the parents' barrister, Stephen Sedley. In his judgment, the judge said somewhat testily he didn't need professors to lecture him on the law; but Mr Sedley had thought of that: he told the judge that, if he could not swallow the document as pearls of Kogan wisdom, he might take it as parental wisdom. That seemed to make it all right.

Part of the argument revolved round the knotty question of when a report is "A Report" - within the meaning of the Act. The 1944 Education Act says that education authorities can't take deci-

sions about education until they've considered a report from the education committee. Mr Justice Hodgson decreed that a report means what it says: a set of education committee minutes thrown in with the Council papers, as the Brent Conservative had deemed sufficient, won't do. I suspect Brent was not the first local education authority to have proceeded in this way. It was just its luck to come up against Mr Justice Hodgson. Professor Maurice Kogan and another of the defence team, Martin Lightfoot, ex-adviser to the House of Commons Select Committee.

Caught in the Act

The case is just one more reminder that the 1944 Education Act is a hopeless mess and needs updating. It echoes the recent pamphlet by Richard Aldrich and Patricia Leighton - *Education: Time for a New Act* (Heinemann Educational, £2.50) and its prediction that if Parliament refuses to legislate, the courts most certainly will. With England now proliferate with hung county councils, CEOs should read the Hodgson small print with care. It is a pity the judgment did not receive wider publicity, so that parents could realize how easy it now is to take your local council to court over school reorganization. Had it been a Labour minister or i.e.a. in the dock (Enfield '68, Tameside '77), it would have been all over the popular press.

Sleeping dogs

From law courts to kangaroo courts - the wholly appropriate description given in *The Guardian* last week by Charles Smith, the Teesside Polytechnic admissions tutor, to the questionable processes whereby A level grades are sealed down to "police" university numbers and maintain the neat symmetry of the psychometricians' "normal curve".

I'm glad the row about the unfairness of A level grades, first launched in *The Guardian*, keeps bubbling along. Sir Keith, when asked about A levels in a recent interview, simply replied: "There has to be some sieve for higher education". Mr Smith's point is that the current "sieve" is a confidence trick to persuade 18-year-olds that they have failed, when it is the Government that has failed to provide enough places for higher education.

The House of Commons Select Committee on Education, which I chaired in the last Parliament, seems to have gone quiet and has refused to meet the teachers over the pay dispute. The point of these watchdog committees was to use their powers - especially those of generating publicity - to put the spotlight on ministers - especially the weaker brethren not measuring up to their job. Sir Keith is undoubtedly this year's winner of the Most Incompetent Minister Award. So where is the watchdog? I fear it has become a dormouse (a mammal to which my successor, the chairman of the present committee, Sir William van Straubenzee MP, bears an uncanny resemblance) and has gone to sleep over a marathon investigation into primary education.

My sources tell me it "might be completed next summer, but then again, it might just stretch up to the next general election". When they started, the select committees were enjoined to avoid getting bogged down in "Royal Commission" type enquiries. I find Sir William peering an apology in the *House Magazine* (the MPs' house journal) admitting that his committee has done just that. I only have room for a fraction of it, since his style is not exactly laconic: I can see that we might well be vulnerable to the criticism, particularly from financially minded colleagues, that, in setting our priorities in this fashion we have misdirected the type of inquiry and that we should be concentrating on monitoring the effectiveness of the Department of Education and Science. Without denying in any way the committee's central role in keeping the DES up to the mark I would argue that it is essential for us to use methods to do this which fully recognize the decentralized system of education which we have, (at least in England), and that to make any worthwhile assessment of central government we must look from



Sir William van Straubenzee

time to time at the bottom of the pyramid. In other words, "rather than draw too much attention to the Government's failings elsewhere in the education system - to say nothing of the state of Science or the Arts, we've launched into this marathon." Sir William has announced this will be his last Parliament. I am sure he will have earned his place in the House of Lords after the next general election.

Firm support

To the Merchant Taylors' Hall in the City for the 21st Anniversary Dinner of the Careers Research and Advisory Council. CRAC got into industrial sponsorship early and still seem very good at it. All industry seemed to be there: Shell, BP, Unilever, Ford, Metal Box, IBM and Plessey, together with the accountancy fat cats - Coopers and Lybrand, Touche Ross, Arthur Young and Price Waterhouse. Accountancy is now the blue chip career of the 1980s. CRAC had asked that sponsors should provide for 10 at £350 a throw and filled the vast hall with little difficulty. Since it was all privately sponsored, Sir Keith felt able

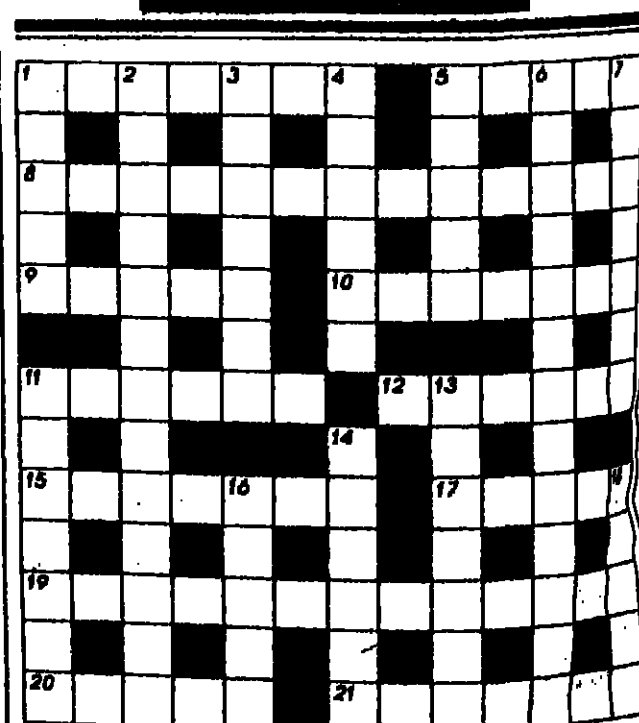
to come and agonize about Britain's low productivity which it was education's task to remedy. The accountants applauded enthusiastically, but I found it all mumbo jumbo - so I asked some of the industrialists what they were going to do for education. Some are sponsoring school activities already, but they don't forget the universities - which they milk annually for man and woman power. One of the big oil giants, I was told, is seriously considering sponsoring the Warden of an Oxford college. The idea should set Sir Keith's mind racing with exciting possibilities. If Oxford colleges, why not exams? Updated Biscuits GCSE? Beecham A levels? Or schools? The Metal Box (Pimlico) Comprehensive? Though Sir Keith has been frustrated over vouchers and loans, I am sure he will not let dusty old traditions of objectivity and scholarship stand in the way of this next thrilling instalment of educational privatization.

Roads to freedom

To the (now privatized) Leeds Grammar School for a peek at my *alma mater*. I find the headmaster away in Oxford so I glean my facts from his secretary, a Mrs Lee. She is an improvement on a fearsome predecessor of three decades earlier who controlled the whole institution with an iron hand from the head's antechamber and would induce in each of her pupils a sense of awe each time I was dispatched to see her. She does a creditable PR job on the place, sending me away with lists of Oxbridge honours and assurances that corporal punishment has at last been abolished. The fees, I am told, are a modest £1,581 p.a. Labour was unwise to let the direct grant schools privatize themselves with a little fuss in 1975; the Party's record for *Pupils and Parents* (No 150 Walworth Road, London SE17 1JT) simply alludes to the problem of private schools without making proposals. Leeds Grammar School was founded as a free school - for the poor, with the necessary political will, it could become so once again one day.

Christopher Price

No 203 CROSSWORD by Rufus



Across

- 1 Far from friendly?
- 2 (7) of a capital position (5)
- 3 Not always a contemporary role? (4,2,3,4)
- 4 The turn of Oliver (5)
- 5 A new tropic fruit (7)
- 6 Yarn that's embroidered (6)
- 7 It's written and enclosed (6)
- 8 Shakespearean character gets involved in the underworld (7)
- 9 The best type? (5)
- 10 A beach-balling

Down

- 1 A sure of French cannabis (5)
- 2 The price of waiting? (7,6)
- 3 Freacher makes pleas to converts (7)
- 4 It dangles up with an old master (6)
- 5 Simple but revealing (5)
- 6 Just state what is a reasonable stipulation (14,9)
- 7 Brakes trouble had a warning notice (7)
- 8 Incorrect sign (7)

Solutions to puzzle 202

- 1 A gram of greed (7)
- 2 Strong and healthy - or bankrupt (10)
- 3 Clean break or oil (10)
- 4 Birds from other nests (5)

THE TIMES

Educational Supplement

FRIDAY MAY 24 1985 NUMBER 3696

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New contract still key to more money

by Richard Garner

Moves to introduce a "no strike" deal for teachers gained powerful momentum this week as enthusiasm was shown by both Sir Keith Joseph, the Education Secretary, and the incoming president of the country's largest headteachers' union.

Answering a Tory backbencher in the House of Commons on Tuesday, Sir Keith said it was a "constructive suggestion" which he was sure the employers - the local education authorities - would note.

Meanwhile, Mr Derek Best, who takes over as president of the 21,000-strong National Association of Head Teachers next week, pledged his support for negotiating a "no strike" deal during his year of office. He said this could be introduced if talks on restructuring pay are resumed.

The chances of the employers taking up this initiative have also increased since it is in line with the agreed policy of the Social Democratic Party, which, with its Liberal Alliance partners, holds the balance of power in many county councils.

In an interview with *The TES* (see page 10), Mr Best said: "I would like to see the structure talks carried forward into the possibility of some form of no-strike agreement in return for a pay review." He added: "In that particular area, I would support SDP policy."

The SDP has said it would abolish the Burnham committee, which negotiates pay, and allow pay and conditions to be discussed together, with disputes automatically being referred to arbitration.

Meanwhile, on the eve of yesterday's resumed negotiations on this year's claim, the Government unveiled its own vision of a new contract for teachers - which, Sir Keith said, would allow extra cash to be earmarked for their salaries next year if agreement on it was reached by October.

Significantly, it exempted lunchtime supervision from the contract. "The Government would... provide... some additional resources for mid-day supervision." The authorities assumed that this could allow them either to make overtime payments to teachers or take on extra ancillary staff.

In addition, the commitment to an assessment scheme linked to merit pay was watered down. Sir Keith said the Government wanted an agreement which would require i.e.a.s to promote more teachers to the higher salary scales following assessment - thus improving promotion prospects.

The Government's proposed contract states that teachers must:

- Take responsibility for supervising children arriving at or departing from school;
- Consult and liaise with parents - and attend arranged meetings;
- Take part in performance appraisal procedures agreed by local authorities;
- Take responsibility for the professional development of colleagues - including new entrants to the profession;
- Cover for absent colleagues.

The 14 points in the package were spelled out in letters to Mr Philip Merridale, leader of the management side, and Mrs Nicole Harrison, who chairs the Association of Metropolitan Authorities' education committee.

The package was condemned by both teachers' unions and i.e.a. representatives as "unhelpful" to their attempts to solve this year's pay dispute. Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, said it offered "jam tomorrow without indicating the quality or quantity of the jam".

Pay talks resumed yesterday - although employers were pessimistic about the prospects for a settlement.



Up, up and away... youngsters of the Camden branch of the Pre-school Playgroups Association release balloons during a picnic in Parliament Hill Fields in London on Tuesday - just one of the celebrations up and down the country to mark the association's Playgroup Week.

Maths drop may hit plan for HE reform

by Biddy Passmore

A sharp fall in the number of maths and science graduates applying for teacher training places and signs that sixth-formers are turning away from those subjects, could spell trouble for the Government's planned switch to vocational and technological courses in higher education.

The switch, which is central to last Tuesday's Green Paper, depends on getting more pupils to take maths and science at school.

Education ministers are pinning their hopes on curriculum reform, the introduction of AS levels and encouraging signals from industry, to produce the extra qualified young people. But there were signs this week that they will have a tough battle on their hands.

Mr Bob Dunn, junior education minister, has disclosed in a letter to a Labour MP that the number of applicants for Post Graduate Certificate in Education (PGCE) courses in maths has fallen by 27 per cent this year, and in physics by 31 per cent.

The Green Paper itself says there is evidence that the recent tendency for more young people to choose maths and science A levels has slowed, and points out that not all extra science and technology places in polytechnics and colleges in the current year have been taken up.

The Green Paper makes the skilled manpower needs of the economy the top priority for higher education over the next decade and says that, as a result, "the number of arts places in higher education as a whole can be expected to shrink".

It says some institutions will probably have to close or merge because student numbers are expected to decline by 14 per cent (74,000) between 1990 and 1996. Until then, the higher education system will have to make an efficiency drive to cope with present student numbers with less money.

Research must be concentrated in strong centres, the Green Paper says. Some university departments, and even whole universities, could lose their Government research grants.

The central message of the Green Paper was welcomed by industrialists, who met Mrs Thatcher to discuss it on Tuesday. But it was roundly condemned by the world of higher education.

Mr Maurice Shock, chairman of the Committee of Vice-Chancellors and Principals, said it was "a deeply disappointing document" and that the Government's spending policies would undermine its aims. Miss Diana Warwick, general secretary of the Association of University Teachers, said the damage to young people would be "real and lasting".

In the Commons, Sir Keith Joseph, the Education Secretary, came under fire from all sides. Mr Giles Radice, Labour's education spokesman, said the Green Paper was "a miserable flop, containing no new ideas and totally lacking in vision".

But manufacturers have said it would be too expensive to produce a flame-retardant filling.

The Green Paper, page 8

Gym mats pose fire, say risk sports chiefs

by Bert Lodge

Gym mats left lying around are a major fire risk in thousands of schools, the Sports Council warned this week.

The danger lies in the fumes that would be given off if the filling were ignited. Yet safety recommendations to minimise the danger were described by a spokesman for the physical education advisers' body as "impossible to meet". And suppliers of the mats appear unwilling to attach any warning labels.

The Sports Council's magazine, *Sport and Leisure*, has pointed out that the six people who died in the fire at Maysfield Leisure Centre, Belfast, last year were killed not by flames but by fumes from ignited gym and judo mats. "Thousands of schools are harbouring lethal foam products in their midst," it said. The recommended levels of safety, following a meeting between the council's technical unit and the Home Office, include a separate store with a door, which has a one-hour fire resistance and which should be kept locked except when mats are being moved in and out. The store should be ventilated from the roof with a smoke detector automatically activating the ventilator.

"This is unrealistic for schools. We simply could not do it," Mr Colin Smith, press officer for the British Association of Advisers and Lecturers in Physical Education, said. "In junior schools there often is only one store

and that's likely to be filled with dining tables. Even in secondary schools the mats are usually kept outside the store."

Mr Smith, PE adviser in the London borough of Brent, added: "All we could do is challenge the manufacturer to improve the product or we'll go somewhere else."

But manufacturers have said it would be too expensive to produce a flame-retardant filling.

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Classes observed

Details of how teacher assessment might work will be published next week.

Continuing saga

Richard Garner goes behind the scenes at Burnham.

Plymouth brethren

Diane Spencer previews next week's lecturers' conference.

Platform

Ronald Butt sets the Honeyford case into the historical context of immigration policy, and the fierce debate about it.

Best of British

Virginia Makins visits a model primary school (pictured).

Foundation bricks

Henry Pluckrose on a new attempt to narrow the gap between theory and practice in teacher training.



Books in class

Social studies and economics. 23

Arts/Books

Social insecurity: Hermione Parker analyses what's wrong with the welfare state, and proposes radical change. Political social workers: David. Date on some current misconceptions: Bernice Martin on rape; Shona Mackay on girls' magazines; Heather Neill talks to

Resources/Media

Jessica Saraga on the value of newspapers in schools; plus reviews of *Listen, Losing Track* and *Talk to a Sports Star*. 26-27

EXTRA

Wintersports. 39-42

PEOPLE...

Mrs Blazena Richards, is the new head of Elridge Infants school, Lewisham. She was formerly acting deputy head of Ainsley primary school.

Mrs Ann Tomlin is the new head of John Roan VC School, Blackheath. She was formerly first deputy head of the Priory School, Leamington.

Mr Brian Brayford, deputy head of Beverley School for the Deaf, Middlesbrough, to be head of Ashgrove school for Deaf Pupils, Penarth, South Glamorgan from September.

Mr Michael Harrison has been appointed director of Wolverhampton Polytechnic. He was formerly deputy director. The Reverend Professor Owen Chadwick, OM will be installed as the third Chancellor of the University of East Anglia on July 4. Mr Michael Richardson has been appointed Open University Pro-Vice-Chancellor (Continuing Education).

COURSES...

June 11-12 Integrating physically impaired children into the ordinary schools: a short course for teachers and other interested professionals run jointly by the University of London Institute of Education and The Vate School, Hastings, with one day based at each location. Details and application forms from Anne Cleaver, CDEP, Institute of Education, 24-27 Woburn Square, London WC1H 0AA.

July 8-11 International Community Education Association conference on Community education: present practice and future choices at Wadhwa College, Oxford. Details from the Community Education Development Centre, Briton Road, Coventry CV2 4LF.

July 20-23 School Council World Studies 8-13 Project residential course on World Studies 8-13 at St Martin's College, Lancaster. Full residential fee £45. Details from World Studies 8-13, St Martin's College, Lancaster LA1 3JD.

CONFERENCES...

May 22 A seminar to be given by Professor Joe Khatena of Mississippi State University on *Expanding Horizons: Perspectives on the Role of Parents and Teachers at the IBM Building, South Bank, 76 Upper Ground, London SE1 8PM* organized by the National Association for Gifted Children. Admission at the door: members NAGC 50p, non-members £21, students free.

June 1 Child Poverty Action Group meeting on *Tackling Poverty at the Roots* with Dr Joan Higgins, Kave Coombes, Merseyside County Council and Ronald Young, Strathclyde Regional Council from 10 am to 1 pm at Holborn Library, London WC1. Cost £2.50. Details from CPAG, 1 Macklin Street, London WC2.

June 15 British Association of Counseling conference for counsellors, teachers, social workers, youth workers, health visitors, doctors, children and parents to discuss the implications of the Gillick ruling. The conference will take place at St Pancras Church Hall, 1 Lancing Street, London NW1 and the fee is £5. Details from Nancy Chilton, 29 Brunswick Street, Walthamstow, London E17.

June 17 and 18 Tertiary Colleges Association conference on *Going Tertiary* at Lancashire College, Chorley, open to Senior Officers, Advisers and elected members. Details from the Principal, Accrington and Rossendale College, Sandy Lane, Accrington BB5 2AH.

EVENTS...

May 20 Inaugural meeting of the Cheshire branch of the National Association of Pastoral Care in Education at Padgate Hall School, Warrington. Peter Robbins will speak on *Pastoral leaders: perspectives and practice*. Details from Mr John Higgins, Deputy Head, Padgate County High School.

May 23 Inaugural seminar of the Solent branch of the British Association for the Study and Prevention of Child Abuse and Neglect from 1.30 pm to 5 pm in Lecture Theatre 1, Postgraduate Medical Centre, Southampton General Hospital. The theme will be *Failure to thrive - a multidisciplinary approach*. The fee is £3. Details from Mrs Sylvia Williams, Portsmouth 756321.

June 5 *Voices of Science* is the title of an inaugural lecture to be given by Jon Ogden, Professor of Science Education, at the University of London Institute of Education, 20 Bedford Way, London WC1 at 5.30 pm. Admission free.

June 15 Council for Education in World Citizenship meeting at Central Bureau, Seymour Mews House, London W1 at 11.15 am. Dr William Taylor will speak on *Improving Teaching: Can We? Details from CEW, 19-21 Tudor Street, London EC4Y 0DJ.*

PUBLICATIONS...

Bedford Way Papers The latest publications in this series are *The Quality Controllers* (No 22) on the White Paper on Teaching Quality and Education: *Time for a New Act?* (No 23), which examines the 1944 Education Act from a legal and historical perspective and assesses its relevance for the future. They are available, price £2.25 and £2.50 respectively, from The Windmill Press, Kingwood, Tadworth, Surrey KT20 6TG, plus £1 postage for orders under £5.

Children, Nationality and Immigration A handbook published by the Children's Legal Centre on immigration, nationality and international family law affecting children and young people for lawyers, social workers, and youth workers teachers and all those advising and working with young people. It costs £5 and is available from the Children's Legal Centre, 20 Compton Terrace, London N1 2JN.



EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Single-minded but blinkered

The Government's Green Paper *The Development of Higher Education into the 1990s* is in most respects a poor thing, but it has a single virtue. It spells out an overriding priority and puts this at the forefront of the paper.

The economic performance of the United Kingdom since 1945 has been disappointing compared to the achievements of others. The Government believes that it is vital for our higher education to contribute more effectively to the improvement of the performance of the economy. This is not because the Government places a low value on the study of the humanities which, provided that high academic standards are applied, enriches the lives of students, helps to set the moral and social framework of our society, and prepares students well for many types of employment. The reason is simply that, unless the country's economic performance improves, we shall be even less able than now to afford many of the things that we value most – including education for pleasure and general culture and the financing of scholarship and research as an end in itself.

This is the objective against which the Government asks to have its policy judged.

There is no common view among economists about the link between higher education and economic performance, no way of proving the implied cause and effect between the character and quality of British universities and colleges and low productivity, poor management, indifferent salesmanship, obstructive trade unions. That doesn't mean the Government is wrong to put this economic aim at the head of its higher education policy, but it does mean that most of the specific actions which flow from it will be open to challenge from those who think the reasoning

behind it is false or over-simple.

At the centre of the economic argument is the "switch" from humanities and social sciences to science and technology. The paper repeatedly emphasizes the importance of the humanities (always qualified by some reference to academic rigour or competitive selection) and even concedes that the intellectual qualities fostered by such education may contribute to efficient performance in many kinds of employment, but the Green Paper sets the seal of Government preference on a higher education based on the advanced study of mathematics and science and/or technology. Those who, despite massive propaganda from the Government (and if the Government has its way, even more massive propaganda from industry) still want to train their minds in the disciplines of history or ancient or modern languages and literature, will (if they are exceptionally clever) still be allowed to do so as a gesture to the Government's breadth of cultural vision, but will clearly be regarded as lost sheep.

This is expressed with revealing condescension in a paragraph which sums up the depths of *dirigisme* which Sir Keith Joseph is now willing to plumb.

"Competition for university places has increased over recent years and, provided the criterion of ability to benefit is strictly applied, a modest increase in opportunity to enter university as demand falls is to be welcomed. But a move in this direction should not lead to automatic admission to the universities, and particularly onto humanities courses, of those who might be more likely to profit in terms of personal development and future employment prospects from the vocational and technological courses offered by the public sector."

This is, however, only the logical outcome of

the higher education policies of the Department of Trade and Industry (not the DES) which have taken pride of place during the past four years. It is in marked contrast to the much more liberal philosophy expressed in the Robbins Report which assumed that the sum of the private choices of sixth-formers would add up to the requirements of public policy.

The Government may be right in believing that in future, all managers and decision-makers will need a background in mathematics, science or technology, but many people wonder whether the crude planning techniques implied by the Green Paper are likely to be effective. By raising the standards of entry to the humanities courses, the Government will ensure that they continue to recruit a high quality entry and there is no reason to suppose that employers will not, in many cases put an assessment of intelligence and personality before a specific concern with subject qualifications.

It is not as if all employers operate in the field of electronics, or even that the information industry is solely dependent on scientists and technologists. Instead of trying to squeeze the humanities into a smaller, more rigorous, corner of the university field, alongside larger areas devoted to science and technology, it might be more productive to think about ways of ensuring all graduates have a sufficient grounding in numeracy to fit into the Government's vision of the economic future. AS levels look a pretty feeble attempt at breadth in the light of this need.

What the Government is doing, instead, is trying to force would-be students of the humanities into vocational studies in the polytechnics, or two-year Dip HE courses. The claim is that these may be "more likely to profit" in terms of personal development and future employment prospects, but the real reason is that there is to be a Procrustean bed which they must be made to fit.

Apart from this, the Green Paper underscores

the prospect of a cutback in higher education, exactly in line with the demographic trend, such that the percentage of 18 to 19-year-olds whom there are places varies only from 14.5 per cent to around 16.5 per cent the end of the century. This shows no confidence in the improvements in the system promised by *Better Schools*. If higher education can play a positive part in making the economy perform better, why not give young men and women the opportunity to benefit? In areas where traditional employment has collapsed, higher education is a way – one of the few ways – of acquiring access to the market, not just the local labour market. In the present state of industrial transition the crying need for bold expansion is not the blinkered, cable-negative approach favoured by the Government.

As to cash, the picture is bleak (see below the rest of the century if the Green Paper is believed). A combination of less money, and the concentration of research in a few centres, condemns some universities to a class status with consequences which have been explored. The Green Paper looks into a smaller, more rigorous, corner of the university field, alongside larger areas devoted to science and technology, it might be more productive to think about ways of ensuring all graduates have a sufficient grounding in numeracy to fit into the Government's vision of the economic future. AS levels look a pretty feeble attempt at breadth in the light of this need.

The inquiry into the functions and values of the UGC is extremely important. It will come to terms with the formidable task of analysis and administration which a selective, more selective, UGC will have to carry out, and the staffing needed to carry out the move will be to pack the UGC with industry and politicians instead of the neoterics who now serve as Sir Peter Swinnerton-Dyer's backing group.

COMMENT

Better late than never

The Burnham Committee was due to resume its meeting yesterday – after this issue went to press but before it went on sale. The employers were pledged to make an improved offer and some newspaper reports had suggested that another 2 per cent or more might be put up. At the time of writing, the signs are that the local authorities' consultation may not have shown backing for the sort of improvement which the teachers could accept with anything like alacrity. All this, however, is now water under the bridge. If there was a favourable outcome yesterday – or important moves in the direction of a settlement – this must be hugely welcome if it brings in sight an end to the self-lacerating action which the teachers have forced themselves to take.

The settlement of this year's dispute, however, hard as it may be to achieve, will only yield an interim agreement, leaving many important matters to be stitched up for next year. Less than 48 hours before Burnham was due to meet, Sir Keith Joseph persuaded the Cabinet to authorize him to set out the terms on which he would seek "extra money" for teachers' salaries next year – 1986-87 – if a suitable agreement could be reached. He did this in the form of a letter to Mr Philip Merridale of the Association of County Councils and Mrs Nicky Harrison of the Association of Metropolitan Authorities, in which he also repeated categorically that there is no more money available from the Government for this year, and that agreement on a new deal for 1986-87 will have to be reached by October 1985 if the necessary funds are to be

including the Rate Support Grant.

Sir Keith's clarifying statement on the teacher's contract and appraisal is long overdue; indeed, it has probably only come now because the repercussions of the present dispute have at long last penetrated the upper echelons of Government. It is welcome all the same. Of course, it says nothing about money for 1986-87 except that some is available if the terms are right. There remains the question of what is "affordable" in Sir Keith's terms, and whether "affordable" and "acceptable" can be reconciled. It must be assumed that Sir Keith's judgment will depend, in part, on how successful the teachers are in the eventual settlement for this year and how any settlement, including any provisions for phasing, affects the base line for 1986-87.

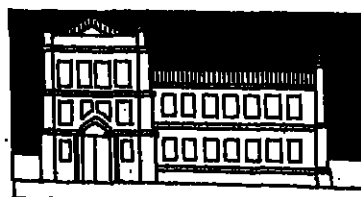
Leaving aside the major question of the money – and of course it cannot be left aside for long – the terms laid down by Sir Keith represent a step forward. Now at least he has moved off the fence and taken up a position alongside the employers as part of the management side. He seems to have softened his line on appraisal – or at any rate, clarified it usefully. The duty to take part in performance appraisal would become part of the teachers' contract, and the salary arrangements would be changed so as "to promote more teachers than under the existing system" to higher scales "in the light of the quality of the teachers' work and the demand for their skills and qualifications elsewhere" – a hint, there, perhaps, of recent Government anxieties about maths, science, CDT and other shortage specialists. It does not look as if Sir Keith envisages any general revision or consolidation of scales – though this is not ruled out. He holds out the possibility of better pay for some, but it is not clear how he would, as he puts it, "change the pay prospects for all teachers."

In a significant move, he has under-

cut the authorities' position on lunch-time supervision by suggesting that separate arrangements should be made for this outside the main agreement with the teachers. The authorities will be annoyed by this because it has removed in advance one of the concessions they would almost certainly have been forced to make if negotiations began in earnest. But Sir Keith is right to put this hoary old bone of contention on one side and fix his aim on the main issue.

First class, second class

Much of the Green Paper's thunder was stolen by Sir Peter Swinnerton-Dyer's circular letter last week, setting out the University Grants Committee's response to the Government's financial plans for higher education over the coming years. Universities are warned to expect a cut of 2 per cent a year "below the general rate of inflation". The Government wants the shift to science, technology and other "relevant" subjects to continue which will



accentuate the trend from the cheaper forms of higher education towards the more expensive.

Another spell of continued squeeze – coming on top of what has happened over the past five years – offers a recipe for deteriorating morale and standards which only "superhuman" British

academics can be expected to cope with.

The cuts will not be made evenly across the board – some universities will have a much rougher time than others, though there is a promise that in the first year of the period of these progressive reductions, no one will be cut by more than 1½ per cent more than the average for all universities.

Add to this attrition process the determination to take money away from universities deemed to be weak in research, and give it to those which are strong, and the situation becomes even more fraught.

Individual research projects are, of course, funded by the research councils. But there is also a research funding element in the recurrent grant which universities get from the UGC because the assumption is that all university teachers engage in research, and their limited teaching load is intended to reflect this.

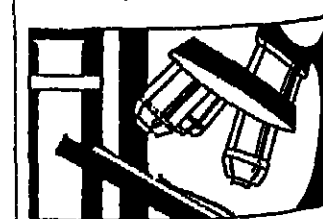
Now the intention is to make all this more explicit – to try to separate the general costs of research from those of teaching, and to review the quality of what is done, university by university and department by department, with a view to concentrating the research money where the quality of work is highest.

University departments now have to fill in endless questionnaires providing the UGC and its subject committees with large quantities of indigestible material on which to base life or death decisions about the future. The implications for some universities and some departments will undoubtedly be harsh. The intention is that there should be closures, mergers, and job losses. Moreover, the outcome can only be a range of first and second class universities with a sharp line drawn between those deemed worthy to mount extensive research programmes and those relegated to the second division and cut off from research

money. For them there will be a period of run-down.

The best staff will seek the escape route. The student intake of immediately suffer and the signs of cumulative decline will set in which new second class institutions find their own level.

Many people have long felt that British higher education scene needs



to be diversified – that, as in North America, a spectrum of universities was needed which meant a better recognition of the wide range of quality now spread across the whole of HE. This move can be seen as a move in that direction, along with a practical attempt to create long-term "centres of excellence" by concentrating research money in fewer universities.

What would, however, have been interesting, though uncomfortable policy in years of expansion like the 1960s, becomes a recipe for attrition and parsimony. How carefully will the consequences be explored? Will anybody measure what the loss will be?

From the South Western Examiner Round CSE Geography paper, May 4

500 NO COMMENCEMENT
"S. (b) Wind erosion is at its peak. Just above ground level."

HMI set to publish assessment criteria

by Bert Lodge

Detailed criteria and the machinery for assessment of teachers' performance are expected to be published by HM Inspectors next week.

The paper will be seen as one more indicator of the Government's determination to introduce assessment following the announcement by Sir Keith Joseph, Education Secretary, earlier

this year that he would introduce it by legislation if necessary.

The document is expected to confirm that if teachers are found sub-standard even after in-service training and additional support they should be dismissed.

The machinery of assessment will

include teachers being observed at work by senior colleagues, a proposal which will confound champions of more sophisticated methods such as target-setting. It will also be suggested that school governors may be included on the assessment panel sitting with retired heads and local authority advisers.

It is not thought that linking pay increases with satisfactory assessment commends itself to the Inspectorate but they are expected to recommend a reward for the outstanding teacher in the form of a term's sabbatical leave and a cash bonus, a proposal first mooted by the local authority employers.

Part-time jobs would attract returners

by Hilary Wilce

More opportunities to work part-time and improved child-care facilities are the top two factors which would most encourage women teachers to return to the profession after having children.

A survey of almost 300 London teachers on maternity leave showed that improved chances to work part-time was one of their most urgent needs.

Ninety three per cent thought the opportunity to work part-time or to job-share was a good idea. A quarter of the teachers were not intending to return to work in the near future, but more than three quarters of this group said they would have been more likely to return if they could have done so part-time.

Part-time teachers are more likely to return from maternity leave, the survey showed. Eighty five per cent of them, as opposed to 60 per cent of full-timers, were planning to return to work at the end of their leave.

The survey was carried out by the Inner London Education Authority as follow-up research to an earlier study of women teachers' career patterns. All the 435 teachers on maternity leave last Spring were contacted. Two hundred and ninety nine responded.

Of these, 64 per cent were intending to return to work, 10 per cent were undecided and the rest planned to stay at home with their child. Almost all the teachers intended to return to teaching by the time their youngest child was at school.

The teachers surveyed also wanted to see longer paid maternity leave, extra paid leave for child sickness, and the extension of the period of entitlement to return to work.

Paternity leave and parental leave – available to either parent – were also wanted, but not ranked as priorities. One teacher wrote: "Having a husband who can just about manage to make a cup of instant coffee, has never changed the baby's nappy or fed her, any paternity leave would just be a waste of time and money."

Move to combat drugs

Action to combat the misuse of drugs is one of five new priority areas to be funded through education support grants next year.

Sir Keith Joseph, the Education Secretary, announced on Wednesday that the Government proposed to support local authority spending of £40m through the grants in 1986-87, £10m more than in the current year.

Within that total, £2m has been set aside for anti-drug projects; £1.2m for schemes to help parents teach children under-five with special educational needs; £4m for computerized learning aids for handicapped students at further education colleges; £2m for strengthening college-employer links in non-advance further education; and £100,000 for "trailblazing" schools, governors.

Dons raise alarm over the future of history

by Susannah Kirkman

The survival of history is threatened by declining student numbers and "creeping vocationalism" in the school curriculum, a group of eminent academics and educationists has concluded.

The number of history O level candidates has fallen by more than 11 per cent over the past 10 years, and one in two pupils gives up history at the age of 14, according to Dr John Bourne from Birmingham University. Ten per cent of university history staff had been lost since 1981, Dr Bourne said, and a shortage of history teachers in schools was forecast by Dr Martin Booth from the Cambridge University Department of Education, who said that the number of POCE history students had fallen by two-thirds in recent years.

The figures were revealed at a meeting called by Lord Blake and the Historical Association at the House of Lords this week. The meeting decided to write to Sir Keith Joseph, the

Education Secretary, drawing his attention to the glaring discrepancy between his statement that history is "an essential component in the curriculum of all pupils", and the actual state of the curriculum.

Although Sir Keith told the Historical Association's conference last year that history should be present "throughout the primary and secondary phases up to age 16", recent DES curriculum papers ignore this. The DES 5 to 16 curriculum document suggests that history or geography may have to be dropped in the fourth year, while the Government's proposals for GCSE and Merit certificates say GCE high fliers will have to choose between history and geography.

Mr John Slater, HMI, said that history was under attack from "barbarians with computers". Teachers were faced with parents, governors and employers who thought it would not matter if children did not study history.

History was the "victim of political pressure", warned Mr David Sylvester, HMI, who said that the subject should be compulsory for all pupils up to the age of 16.

Social studies and humanities were taking over from history in many schools, said Professor Gordon Batho, of Durham University, who cited the example of an Edinburgh 14-year-old who did not know what the Reformation was.

Mr Slater suggested that historians should play the vocationalists' game by showing that history taught young people to think and interpret evidence, and made them more employable. History needed a "jealous watch-dog group" to guard its interests, he said.

The Historical Association is now to form a pressure group to defend history. It is hoping to enlist support from academics, MPs and the British Academy and Royal Historical Association.

Staying on . . .

Ansford School in Castle Cary, Somerset, has raised nearly £5000 to start a scheme of voluntary classes for pupils and adults at the end of the school day.

The scheme, which will run for a 10-week experimental period, involves moving the start of classes to 8.30 and ending the day at 2.40. Twenty eight courses, running from 2.50 to 4pm on four afternoons, are offered to children and local people in a wide range of subjects and activities from microelectronics to orienteering.

The same stigma of practical skill appears to apply to electronics and computer science. University candidates should take A level physics, not electronics, if they want to study electronics, the pamphlet says, and A level mathematics, not computer science or studies, if they want to study computer science.

The pamphlet, "choosing A levels for University Entrance" has been sent free to schools by the Universities Central Council on Admissions.

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Doing a runner . . . some of the sixth-formers in the Exeter School team which won last weekend's annual Ten Tors 45-mile run round 10 peaks on Dartmoor.

Honeyford faces new moves

Mr Ray Honeyford, the Bradford head who has been suspended following a race relations controversy, faces further disciplinary action for writing a letter to *The TES* last week, *Bert Lodge writes*.

Mr John Lambert, the Labour education spokesman on Bradford council, said this week he had drawn the attention of Mr Richard Knight, the director of education, to the letter.

After Mr Honeyford wrote an article last year critical of multiracial education which led to a campaign for his removal, he was instructed by Bradford education authority to submit any further publications to the director for approval. He was suspended last month after an eight-to-seven vote of no confidence in him by the schools subcommittee.

Mr Honeyford (*TES* May 17) defended his writing by pointing out he was replying to a letter highly critical of him which had appeared earlier in *The TES* (May 3) from a Bradford citizen, Mr Clive Billingham.

"Since I exist in a personal as well as a professional capacity it may be that a plea of self-defence may be sufficient to protect me from official disapproval," Mr Honeyford wrote.

Mr Lambert disputed that. "The personal and the professional are inextricably linked. Mr Honeyford is not in Bradford – where he does not live – as a person but as a head. And a head is a professional. When you become a head you take additional responsibilities."

"He is just testing how far he can go in that personal capacity. To me that is suicidal. He could have shown his letter to the director and asked if it came within the scope of the requirement imposed upon him. It was grossly irresponsible of him not to do that."

Mr Lambert said he did not expect any action would be taken over the incident until after the governors of Mr Honeyford's school, Drummond Road Middle, had met next month to consider the whole affair.

PLATFORM

Multicultural consequences

When political controversy over Commonwealth immigration was at its height in the 1960s and 1970s, anyone who had ventured to predict the circumstances in which Mr Ray Honeyford has been suspended from his headteachers' post by the Bradford education authority would have been reviled and ridiculed as a racist. Unless this is appreciated, the significance of Mr Honeyford's case will be missed, and for this reason a little history is appropriate.

In those days, the question was whether a brake should be applied to the increasing number of immigrants in order to prevent future social tension. There was never any question of a total ban and the Commonwealth Immigrants Act of 1962 simply related permitted entry to the availability of work, enabling the government to limit the annual inflow by reference to this criterion. This modest and not very effective measure, like every one that followed it, was bitterly contested by the Labour Party as racist. (Subsequently, "racist" became the preferred polemical description, not doubt because of the convenient assonance with "fascist".)

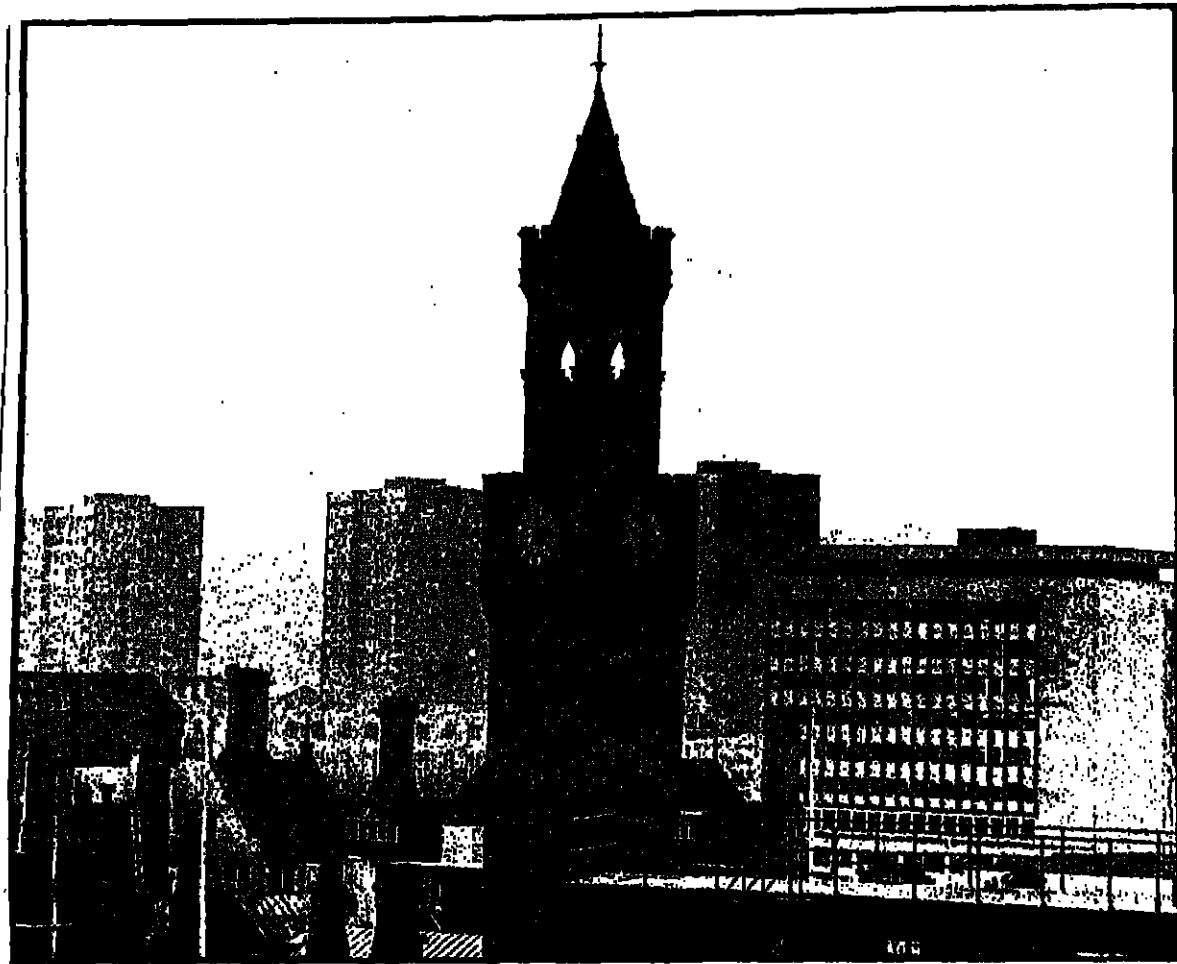
Both through opinion polls and from constituency indications to MPs, public opinion expressed a wish for an effective reduction of immigration. But the wishes of the majority were consistently defeated by a combination of left-of-centre political opinion and the pressure groups which had sprung up to resist any change of law, skillfully using the media to combat the need for whatever proposal was under debate.

Sometimes the argument was that the fear of social tension was a figment of reactionary imaginations which underestimated the capacity of people of different races to live together in goodwill. Sometimes it was said that there was no reason to expect the number of immigrants to reach a level likely to cause serious problems. One who stressed that the objection was not to the presence of immigrants of different "race", but to difficulties likely to be created by the number of people with very different cultural backgrounds who were seeking entry for work was contemptuously described as "playing the numbers game".

So, in the five years between the 1961 and 1966 censuses, the number of Commonwealth immigrants virtually doubled to nearly 1 million. Today, based on the available (and extremely cautious and conservative) Home Office estimates, the total is at least 2.5 million — and obviously significantly more if illegal entrants over the years are taken into account.

Any forecast of such a total in the 1960s would have been angrily refuted as racist propaganda. Yet today, there are a considerable number of inner city areas with no more than a very small proportion of their original inhabitants, and where the overwhelming majority of children in some schools are of new Commonwealth origin. It is on behalf of these that quite unforced cultural demands are now being made. The Honeyford case is a consequence.

The victory of the (largely white) "radical" campaigning over public opinion during the immigration controversy had only been possible because the immigrants coming to Britain were black or brown. A comparable white inflow would also have had to be restricted, but a restriction in that case could not possibly have been opposed as racist. As it was, because the newcomers were of a different



Ronald Butt sets the case of Ray Honeyford (right) in historical perspective and warns that 'radical' campaigns, such as the one being waged in Bradford (above), can drive a wedge between races rather than bring them together



colour, it was possible to equate any successful control with "racism".

There was, however, another anti-restrictionist argument, and one highly relevant to the present situation. Quite apart from the assertion that numbers presented no potential problem, it was insisted that the immigrants would soon become new Britons of whose different ethnic origin no note should be taken, in public records or otherwise; indeed, to do so would, it was argued, be racist. They would eventually blend and mix in the new Britain, their differences of origin unremarked.

We should have a new multi-racial Britain and benefit from it. Nothing was said about the multi-cultural theories in whose name Mr Honeyford has been suspended from his headship of a school in which 90 per cent of the children are from immigrant families.

Mr Honeyford is being extruded from his post, and perhaps from teaching altogether, for giving his professional opinion on the consequences for all children, Asian as well as English, of the "multi-ethnic" theories on which the Bradford education authority insists for the kind of school of which he has been head. These theories involve replacing the former emphasis on British culture and the English language to make the school

reflect and respond to the non-British culture of the Asian majority in them. Mr Honeyford believes this policy is bad for both Asian and English children, and for saying so he has been venomously attacked, both by a parents' action group and political extremists.

There are some who hold that even if his arguments were valid it would be unacceptable for the headteacher of such a school to voice them, and so risk offending Asian parents. That is surely an untenable view since it means that the men and women in the best position to give evidence and informed opinions from direct professional experience are to be debarrd from doing so for fear of offending the new multicultural orthodoxy. If only those without direct experience can speak, their opinions can be automatically dismissed as ignorant — and true debate is stifled.

This is self-evidently a blow at free speech, which is plainly one of the casualties of the taboos which have grown up over the decades round the topic of immigration and race. The Honeyford case is a clear example of the radicals' disposition to invoke censorship to defend their own orthodoxies when they would be the first to condemn it elsewhere.

Yet even the damage to free speech, important though it is, is not perhaps the heart of the matter. Nobody who reads dispassionately what Mr Honeyford has to say could regard him as a racist. If he has been stimulated to be less tactful than he might have been by the atmosphere surrounding him that is hardly surprising. "We don't want to see him any more, and our community don't want to see him any more; we don't even want to see his face in Bradford," said an angry Asian on television. Faced with the importation of such blatantly anti-democratic intolerance into a British city, Mr Honeyford, who has been patient and spat out, perhaps, cannot be blamed for pointing to the difficulty that Pakistanis had in coping with democracy.

children with either an English or Asian background living in a European Community nation the only he an educational disadvantage. In Bradford, English children learning Urdu, but except occasional have all failed to meet the criteria needed for the approval of their courses by the Sir Keith Joseph, the Education Secretary.

The letters setting out which criteria they have failed to meet are already in draft and waiting for approval by the CATE council before being sent out to the institutions concerned early next month.

The criteria will apply eventually to more than 600 initial teacher training courses in 85 institutions. They include the demand for tutors to have recent and relevant primary school experience, and for courses to include the equivalent of at least two years of full-time study of a specialist subject at a level appropriate to higher education.

It is widely accepted that the nine institutions have failed one or both of these criteria. The issue of subject studies caused concern and anger last weekend at the first meeting to be called by the Undergraduate Primary Teacher Education Conference (Uptec) — where news of the impending failure of the nine was also given.

Uptec was formed by and for tutors concerned with primary BE courses because of their fears that the criteria set out in the White Paper represent a wrong balance and will damage the training of primary teachers.

Reaction was heated to Professor William Taylor chairman of CATE, who gave the opening address at the

conference, sketching in the background and reason for the setting up of the council. The audience was composed of representatives from almost every BE course in the country. A typical response was that of Mr Ian Morgan of South Glamorgan Institute of Higher Education. He told Professor Taylor that CATE would be the major cause of upset in teacher education in the future "because we may do our utmost to meet the criteria although we know that it is not what we should be doing. We should be putting depth into understanding the child and we will have to be putting it into the subject."

The Conference is to urge Sir Keith to reconsider the criteria in regard to subject study. Although there were rebellious mutterings from individual institutions that they would refuse to meet the criteria, the feeling was that against their will tutors would try to meet them.

● In spite of objections from teacher unions, Northern Ireland is to join the Council for the Accreditation of Teacher Education.

Announcing his decision last week, Nicholas Scott, Education Minister, said Northern Ireland was to have both an assessor, and a member, on the council — which should allow concern that the differences between the educational systems in Northern Ireland and England and Wales might not be appreciated. The universities and training colleges have all voiced opposition to the move. They suggested the province should have a separate council for teacher accreditation.

Greater centralization is needed in education if Britain is to match the economic performance of its competitors, according to article published this week.

Published in the journal of the National Institute of Economic and Social Research, the study says that school syllabuses and curricula should be more strictly controlled, and not left to the I.E.A.s.

"National intermediate targets" should be introduced to guide the preparation of syllabuses, as "unnecessary repetition" between different classes wastes the pupils' time and the taxpayers' money.

The accepted framework of decentralised schooling must be questioned, the report insists. It criticises "enigmatic" generalities about the curriculum in successive DES documents, including the recent White Paper, *Better Schools*.

Based on a comparison of schooling standards in England and Germany, the paper reveals far higher achievements by German pupils in maths. (TES October 21 1983).

British children of below average ability are lagging two years behind

Nine colleges fail the test

by Julia Hagedorn

The first nine institutions of initial teacher training to be scrutinized by the recently set up Council for the Accreditation of Teacher Education have all failed to meet the criteria needed for the approval of their courses by the Sir Keith Joseph, the Education Secretary.

The letters setting out which criteria they have failed to meet are already in draft and waiting for approval by the CATE council before being sent out to the institutions concerned early next month.

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NEWS

Tougher guidelines needed to match German levels

by Susannah Kirkman

Their German counterparts, says the report. Its conclusions are based on reworked data from the 1964 International Educational Achievement Study and on comparison of maths papers in one German state, Baden-Württemberg, with those from Britain's Assessment of Performance Unit.

Specimen O level and CSE maths papers were also compared with papers set for the school leaving certificate in Berlin secondary modern schools (Hauptschulen) and German technical schools (Realschulen).

German pupils obtain better results in other subjects, too. Only 14 per cent of British pupils pass maths, science and a foreign language at O level. But in Germany, a third of all school-leavers achieve the Mittere Reife, roughly equivalent to O levels, for which passes in maths, German and a foreign language are usually obligatory.

Altogether, 90 per cent of German pupils leave school with at least a basic school leaving certificate. The study suggests that German pupils are better prepared for subsequent vocational training in employment than English school-leavers because certain core subjects like maths, German and a foreign language are compulsory up to the age of 18. To win any level of school-leaving certificate, or to avoid repeating a school year, German pupils are not allowed to fail more than one subject.

Vocational preparation also occupies more time in German secondary schools, and is closer to industrial practice, than the traditional woodwork and metal work in English schools. But the report admits that there are as many complaints from German employers about the secondary modern leaving certificate (Hauptschulabschluss) as there are from British employers about CSE.

The article attacks the English system for failing to provide an appropriate leaving certificate for the bottom 40 per cent of pupils, which means that curriculum provision for this group is also inadequate.

Schooling Standards in England and Germany: Some Summary Comparisons Bearing on Economic Performance, by S J Paris and Karin Wagner, published in the *National Institute Economic Review*, May 1985.

The union has asked all its members for details of how the controversial subject is being introduced into the school curriculum with a view to preparing a policy paper on it later in the year.

The move follows statements by Sir Keith Joseph, the Education Secretary, that while he would resist a ban on the

PRIMARY

NAGM call for more muscle

A strong governing body can do a lot to defend a school against misrepresentation in the media and attack from outside. Mrs Felicity Taylor, chairman of the National Association of Governors and Managers told the Commons Select Committee on education inquiry into primary education this week. *Mrs Hagedorn writes.*

She was answering a question on NAGM's written evidence to the committee which stated that primary school achievement was often retarded by "the poverty of fear... when a school community is constantly looking over its shoulder, fearful of outside attack and lacking in self-confidence".

Mrs Taylor also told the committee that the NAGM would like to see nursery schools having governing bodies, an end to the political dominance of governing bodies, and training for all governors.

The NAGM had issued a training kit which it was hoping to circulate to I.E.A.s. At the moment, only about 10 to 15 authorities issued any guidelines to governors at all.

Mrs Carol Pepper, member of the national committee, told MPs that her own authority, Cornwall, had offered no guidance to her in her four years as a governor and had run only one one-day course, and that was six years ago.

Mrs Taylor also said that if schools had greater autonomy over their own budgets, they could make better use of the scarce resources that was made at present.

In the same session, Maurice Galt, professor of education at the University of Leicester and author of the Oracle studies into classroom organization and practice, said that he would like to see more resources for

research into in-service education run by I.E.A.s. He feared that much training was ineffective and had no lasting impact on teachers.

Questioned about his research findings that there was little evidence of any correlation between class size and achievement, Professor Galt said that to make any difference, class sizes would have to be reduced to around 15, and this was not possible within existing resources. It was the organizational impact of the teacher that made most impact on the classroom, he had found.

He quoted from the findings of his new study on small rural and urban primary schools to be published in the autumn — where he had found that in small classes, although pupils had more individual time with their teachers, they also spent much longer waiting in queues.

Parents' cash and help praised

Her Majesty's Inspectors have seen an "enormous increase" in cash contributions from parents to schools over recent years, according to Mr Eric Bolton, senior chief HMI, *Sarah Baylis writes.*

Giving evidence to the Select Committee on education last week, Mr Bolton said parental contributions were particularly noticeable in some primary schools where sums could be as large or larger than the total "capital".

Asked about parents helping teachers in the classroom, Mr Don Hollingsworth, primary staff inspector, said HMI generally considered it a good thing. "It is very useful when we see that teachers are confident in what they're doing and when parents share the same aims and objectives."

Mr Bolton believed that working alongside parents was an "underestimated challenge" which could make some teachers feel very vulnerable. On the face of it some communities were not the most attractive or hospitable. "It takes quite a lot of courage... and it needs a lot of support."

Mr Jim Callaghan, Labour MP for Heywood and Middleton, said HMI's attitude towards the use of calculators and the learning of multiplication tables needed clarifying in the light of recent statements and publicity.

Mr Bolton said the recent HMI document on maths had stated, quite clearly in his view, that there should be much greater use of calculators in primary schools. Children should have a much better understanding of how to use and control them and, for instance,

should not find it difficult to make rough estimates for answers and to spot a wrong answer.

"There is no suggestion that basic things that ought to be understood in maths, such as number bonds and tables, should be dispensed with."

New equipment should offer children a chance to progress and should free those who in the past built up a backlog about maths — long division, for instance.

Primary Index

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A Unilever Business Simulation Game... UNISIM

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مكتبة في الأصل

When the ritual had to stop

Still looking for a pay thaw

Industry link urged

Deputy was unfairly treated on interview

Sir Keith digs in: no extra cash for this year

ers' pay had been eroded and offering talks on salary structure and conditions of service.

By the middle of March, a work-to-rule had started and on March 21 the 4 per cent offer was rejected. It was felt that the Department of Education and Science, and the hard-line Conservatives on the employers' side had also wrecked the chances of progress on structure.

Action has since intensified and there have been one-day strikes and rallies throughout the country. Nearly all the 770 branches are now working to rule. The final rally was held last Tuesday (May 21) with Mr Andrew Bennett, an opposition education spokesman, and Mr Gordon Green,

When your school outing turns into an expedition

TV call for separate black schools

Mr Peter Newsam, chairman of the Commission for Racial Equality, argued against setting up separate schools, saying that in the long term they would militate against achieving a harmonious society.

David Triesman



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Biddy Passmore reports on the higher education Green Paper

Meeting needs of science and technology

Would-be students, especially girls, would be well advised to concentrate on maths and science subjects if they want to stand a reasonable chance of a higher education place over the next decade.

The Green Paper on higher education into the 1990s, published on Tuesday, gives highest priority to producing more scientists and technologists to meet the needs of the economy. With total student numbers expected to stay roughly constant until 1990 and then to drop by 14 per cent by the middle of the decade, that means an increasingly tight squeeze on arts places.

As expected, the general message of the Green Paper is gloomy. Resources will decline in real terms every year for the next three years, but universities, polytechnics and colleges will be expected to cope through efficiency savings and any outside earnings they can attract.

As for the 1990s, the anticipated decline in numbers is smaller than the Government's original projections but still contradicts the advice of both the University Grants Committee and the National Advisory Body that numbers should not fall.

The drop in demand will probably mean closures or mergers of whole institutions, the Green Paper says, and criteria must be worked out with the UGC and NAB for deciding where capacity should be reduced.

But that constitutes virtually the only radical proposal in the whole document. Most of the necessary changes, it says, will be best achieved through steady pressure for improvement over a wide front.

The Green Paper accepts the Jarrett Report's proposal for a wide-ranging inquiry into the UGC, flouts the idea of merit pay for lecturers and declares its readiness to back an experiment with a two-year degree for the very able.

Although the Green Paper has been delayed since January – ostensibly because of the parallel inquiry into student support – it still bears all the signs of a holding operation. The Government plans to publish a further report next year, with more information about future funding levels.

In an introductory section describing the Government's main concerns, the Green Paper says it is vital for higher education to contribute more effectively to the performance of the economy.

It says it is particularly worried that our industrial competitors are producing – and plan in the future to produce – more qualified scientists, engineers, technologists and technicians than the UK.

The higher education system must be flexible to respond quickly to new needs, the Green Paper stresses, and it must develop closer links with industry and commerce.

Subject balance

The Government wants to secure a switch in graduate output to technological and directly vocational subjects. There is continuing concern, the Green Paper says, that industry is handicapped by an inadequate supply of graduates in the fields of electronic engineering and computer science and related disciplines.

This requires action at school level, to ensure that young people come forward to fill the places. The paper notes that the recent tendency for more young people to choose science and maths A levels appears to have been checked but says the Government's drive to make the curriculum more practical, and the introduction of AS levels, should encourage more able young people to pursue these subjects after the age of 16.

Employers should also make it clear that they value not only general ability and leadership qualities but competence in science and technology.

They should offer people qualified in these subjects more student sponsorships, steady levels of recruitment, higher pay and promotion and status.

The Government is also convinced of the need to provide adequately for the arts. But one consequence of the emphasis on technological and vocational subjects will be that

The main points . . .

The Green Paper:
● Says the skilled manpower needs of the economy are paramount and predicts a further squeeze on arts places;

● Expects student numbers to stay at about their current level until the end of the decade and then fall by 14 per cent by 1996;
● Says the merger or closure of whole institutions is likely to meet the anticipated reduction in student demand;
● Wants to see a significant increase in the number of mature students but says their ability to benefit from higher education must be strictly assessed;

● Calls for research to be concentrated in strong centres;
● Opposes any growth in longer degree courses; rejects the general introduction of two-year degrees but supports an experiment in a two-year degree for the most able; and suggests developing the DipHE as an alternative to social studies or general arts degrees in the public sector; and
● Calls for a clampdown on student unions that deny free speech.

"the proportion of arts places in higher education as a whole can be expected to shrink". Arts provision should be concentrated, and most should be within the university sector, the Green Paper says.

Access

The Government accepts the broadening of the Robbins principle proposed by both the UGC and NAB: that higher education courses should be available "to all those who can benefit from them and who wish to do so" (rather than "qualified by ability and attainment to pursue them and who wish to do so").

But it enters some important caveats. "So long as taxpayers substantially benefit from higher education, the benefit has to be sufficient to justify the cost," it says. "The intellectual competence, motivation and maturity of the student should be consistent with the course . . . The test of ability to benefit applied as stringently to those with formal qualifications as to those without."

The 18 to 19-year-olds population will fall by 33 per cent between 1984 and 1996. The Green Paper publishes revised projections in the light of this fall (see graphs).

Total student numbers in Britain in 1983-84 were 565,000. Under the high projection (variant X) in 1989-90 they could be 612,000, falling to 525,000 in 1996-97.

But the Government's spending plans are consistent with the lower projection (variant Y) which would put the figure in 1989-90 at 566,000, falling to 492,000 in 1996-97.

This variant, based on actual intake in 1983, includes a "significantly increased number of mature students", the Green Paper says. The number of part-time students projected to rise from about 304,000 now to around 323,000 in 1989-90 (from 117,000 to 124,000 in terms of full-time equivalent students).

The Government will continue to monitor demand. It is to commission surveys of young people to see how they fare in their attempts to enter higher education.

The Green Paper does not say how the student total should be shared between the universities and the public sector, leaving that task to the UGC and NAB.

It does, however, make clear that the slight easing in demand for university places that will result from the drop in the number of 18-year-olds should not lead to a sudden boom in admissions to university arts courses, particularly where young people would benefit more from the vocational and technological courses offered by the public sector.

Student support

The Government thinks there is a *prima facie* case for considering whether the £700m now spent on student support could be used more effectively and whether arrangements "less onerous to the taxpayer" might be justified. "It can moreover also be argued that a greater financial engagement on the part of students would cause them to take greater care over their choice of study," it says. The forthcoming consultative paper on student support will raise the possibility of replacing at least part of the current grant with loans.

Overseas students

The great majority of overseas students must be expected to pay fees that cover the cost of their education but the Government is committed to a policy of targeted support to meet the needs of particular overseas countries. The Green Paper stresses the need for institutions to recognize the special tutorial needs of some students and the difficulties they may encounter in their new environment.

Life's work

The Government agrees with the UGC and NAB that the provision of continuing education should be one of the principal parts of higher education's work. But, while it accepts that the Government should give a lead in promoting continuing education, it believes that employers and students should contribute substantially to the cost.

Research

Higher education's contribution to the nation's research effort should stay at about the present level, the Green Paper says, but research activity must be more concentrated.

While the UGC argues that research stimulates the teaching of able students, the Government sees no evidence that all academic staff must engage in research, although all should keep up with relevant scholarship.

In the universities the Government hopes that new selective planning and allocation arrangements can be formulated and begin to operate by the 1986-87 academic year. "Greater concentration and selectivity may mean that some departments or even whole universities will lose research funding from the UGC", the Green Paper says – although they will still be free to seek research funds from other sources.

Researchers should be more aware of the importance of commercial ex-

ploitation of their discoveries, and institutions should develop explicit policies to encourage this, the Green Paper says. These might include taking consultancy and other outside earnings into account when assessing staff for promotion.

The Government does not support the Leverhulme proposal of a research council for the humanities. The Green Paper calls for tighter controls by research councils and institutions on the time taken to complete PhDs.

Provision and standards

The design and content of vocational courses should be regularly adjusted in the light of advice from employers, the Green Paper says. With technology constantly changing, courses should not be too specific, it warns; they should provide a suitably broad basis on which employers can build.

The Government does not accept NAB's suggestion that the DipHE should be expanded as a general course for those who already have the opportunity to take a more vocational diploma course. But it invites the NAB to consider developing it as a more suitable alternative for some students to general humanities or social studies degree courses.

The Government is not persuaded by the case for a general change towards a two-year honours degree but would be content to accept NAB's proposal for an experiment, involving a small number of polytechnics and universities, with a prestigious two-year degree for the most able.

The Green Paper also makes clear that the Government intends to discourage the growth of more first degree courses outside Scotland lasting for more than three years.

It states that "access" courses can provide a foundation and an appropriate test before enrolment on a course for prospective students without traditional qualifications, but wants to see them closely monitored.

On quality, the Green Paper says certain external judgments can be attempted, for instance, by comparing graduates' employment record, but that the primary responsibility for raising standards rests with institutions themselves.

While rejecting external validation for universities, it hopes that present initiatives by the vice-chancellors' committee will reduce variation in examining and validating practice. It also calls for universities to take complaints from students, staff or the public more seriously than they have done in the past.

Management and staff

Executive heads of institutions should take primary responsibility for standards of efficiency and effectiveness, the Green Paper says. It proposes further work on the development of performance indicators. The Government's intention to legislate to limit academic tenure is confirmed, and the Green Paper also calls for improvements in arrangements for probation. It also wants to see all teachers in higher education given the chance to develop their teaching skills.

While higher education institutions have found little difficulty in recruiting well qualified staff, national pay scales may not always enable them to attract staff whose skills are in short supply, the Green Paper says. It suggests more flexible arrangements to reflect differential supply and demand and the introduction of merit awards for staff making an exceptional contribution to their institution's aims.

Student unions

The Green Paper expresses concern about the growth of subcultural life for union officers, allowing a small group of students to exert too much influence. It also says flatly that the taxpayer's money should not be used to fund unions that refuse a platform to speakers whose views are objectionable to some, that prevent invited speakers from gaining a hearing, or that permit violence or the threat of violence to that end.

The Government will seek changes on these fronts by voluntary means, it says, but will consider more direct action if that proves impossible.

Structure, finance and planning

No major changes are proposed.

The Government accepts the Jarrett Committee's proposal that there should be a review of the role, structure and staffing of the UGC and says it will announce its form and terms of reference shortly.

In the public sector, it supports NAB's policy of concentrating work in major centres of higher education. "There is . . . evidence that, when there is a fair concentration of it, that this consideration should prevail over the claims of easy access," the Green Paper says.

The Government's public spending plans for the next three years, published in January's White Paper, entail further rationalization of provision and a tightening of staff-student ratios, the Green Paper says.

While the Government has concluded ("with regret") that it cannot shed any substantial part of its public funding responsibilities for higher education, it calls for more funding from private sources – and promises that institutions which attract extra funds will not be penalized by loss of Government grant.

The Government plans no immediate moves towards equal funding of activities in universities and the public sector. The first priority is the more efficient management of each sector, it says firmly.

Responding to the charge that the absence of a longer funding horizon inhibits necessary planning, the Green Paper points out that where long term funding arrangements have been attempted in the past, the assumptions underlying them have rarely been sustained.

It says planning must proceed on the basis that the policies underlying the White Paper plans will continue beyond 1987-88 and promises a further statement of intentions in 1989 which will give more information about future funding.

The Development of Higher Education into the 1990s, Cmnd 9524, HMSO, price £5.80 net.

The views expressed on this page are not necessarily those of the MEP directorate. Reviews do not imply endorsement by the Programme.

THE MEP CAREERS EDUCATION PAGE

Careers advice using a computer

Computers, mainframe and micro, are beginning to play an increasing role in careers education and guidance, says Barry Hilton. Although the use of computers in careers education is still in its infancy it is perceived as being significant in the future, even though there is still uncertainty as to how this tool may be best used.

There is much careers related software available and an article published in the January edition of *Newscheck* (COIC) revealed over fifty programs! For the past year we at CCPU have tested and monitored many of these programs. A large number of these have been field tested on our national in-service training course: 'Uses of micro-computers in careers education and guidance'. They include general teaching material, quizzes, games/simulations, careers administration programs, careers information storage and retrieval, word processing, databases, careers guidance/matching aids and local vocational applications.

This article focuses on systems which orientate towards careers guidance/matching. To date there are two major commercial programs available for mainframe computers: JIG-CAL (Job Ideas Information Generator – Computer Assisted Learning) and CASCAID (Careers Advisory Service Computer Aid). Both these systems operate on a file of job information, retrieving from it those jobs which best match details the student supplies about interest, qualifications, health, likes and dislikes, etc. Students fill in questionnaires which are then sent away for processing.

JIG-CAL covers the full ability range and CASCAID is designed for 5 'O' levels and above. Both are licensed to local authorities and are used by schools and careers services throughout the UK. Because of this they are currently seen as a local authority rather than a school-based exercise.

We have tested programs that complement JIG-CAL and CASCAID. They not only produce career suggestions based on measured interests but their results are immediate because the whole program is run on a school-based microcomputer. They are designed to run on a range of machines and reports suggest that the results are comparable with other mainframe equivalent.

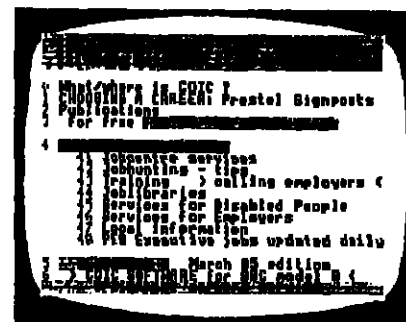
ISCOP/SCOVER is such a program. It was developed by Dr Mike Robinson, a teacher at Worth Abbey School Crawley, and marketed through the Independent Schools Careers Organisation (ISCO).

The package is designed to help careers specialists guide young people in their choice of careers. It compares the young persons' achievements and interest with the profiles of 350 careers held in the computer's memory. The end result is a very simple, precise, thought-provoking print-out. This provides a basis for discussion with the student. The information from the test is stored on the disk and is easily accessible for future reference or updating.

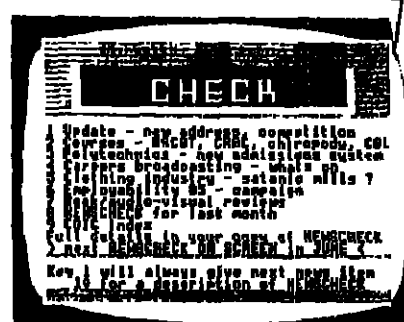
The programs in the ISCOM package use what is basically an adaptation of the Connolly Interest Questionnaire. This is supplemented by additional questions relating to types of work, expected 'O' level passes and possible 'A' or 'H' grade subjects. The battery of questions tend to be very repetitive and time consuming and some students may find it boring. Whilst all the questions are systematically given by the computer and answered by the student, they can be completed manually and only the raw scores are fed into the computer (this procedure takes 2-3 minutes per student).

The print-out suggests careers which are potentially suitable for the student. Other careers are also suggested which may form the basis for discussion even when the adviser and student have no career ideas in mind. Irregularities and conflicts are highlighted and again these may be discussed. The program is very user-friendly and requires little supervision.

Although initially marketed for the independent sector, ISCOM is now also marketed throughout the maintained system. It is intended for use across the ability range but I feel students below O-level standard may not be conversant with some of the job titles used in the work questionnaire. Likewise, jobs in the database are heavily weighted in favour of students expecting to obtain GCE 'O' levels.



The COIC (Careers and Occupational Information Centre) Prestel database can be found at page *270. The range of information is shown by the opening frame (left). The extent of the coverage of 'Newscheck' can be seen on the right. Further details of COIC's activities can be obtained either by filling in a response frame on Prestel or by writing to COIC, MSC, Moorfoot, Sheffield S1 4PQ.



The database which COIC started on Prestel in 1979 has been reorganised and enhanced to form part of the new Prestel Education Service. This specialised section is called 'Signpost' and aims to provide a careers information service to schools and colleges.

The major part of the database is 'Choosing a Career' which covers some 300 occupations and can be accessed by referring to an alphabetic index, selecting occupational interest groups, or by selecting school/college subjects. A

publications section gives details of COIC's classroom materials – videos, software and other teacher resources – which can be ordered through the system, while a further short section gives some essential job-hunting tips.

To help keep those involved in careers guidance up to date, 'Newscheck on screen', a Prestel version of COIC's monthly magazine, covers the latest developments in the careers education and training world. Finally, a careers enquiry service enables users

to send their information enquiries to COIC by completing a special response frame, with replies being sent via Mailbox. The service is intended to supply information not readily available from current publications or at least point enquirers in the right direction.

COIC report that response to 'Signpost' to date has been encouraging and that more people than ever are using their Prestel information.

Making the first move

Pete Smith describes a classroom approach.

Several articles have been written concerning the programs that are available for use with microcomputers and careers education. Reviews of this software are now a regular feature in publications such as *TES* and *NEWS-CHECK* – COIC's in-house magazine for those concerned with careers guidance. Additionally, careers teachers are beginning to be bombarded with arguments delivered by the protagonists of computer education. Some of the arguments are so forceful and enthusiastically delivered that many of those not already involved would be forgiven for having a slight guilt complex and possibly a feeling of being 'left behind'.

Reviews are a necessary supplement to most learning materials, catalogues are an invaluable aid to our search for resources and theory is welcome if only as a spring board for developing our own concepts and teaching methods.

All three are too often divorced from practical experience and used in the classroom. With this thought in mind, I shall endeavour to outline just a few of the many ways that computers have supported and enriched the work within my careers department. In so doing I would hope to allay some of the fears that many of us have felt when faced with electronic gadgetry and to demonstrate that computers need not lead to an overdose of problems we can do without. I should add that 'this is the state of the art' is not implied, it is a different story and those having access to several machines (we are told that the average is now in the order of 8 per school), have a wonderful opportunity to explore the many teaching points arising from this type of program.

All these tend to be computer-based activities and are an ideal way for the uninitiated to get started. I am finding the most valuable applications to date are those programs which assist and help to develop activities away from the computer, maximising its use as a tool and overcoming the problems associated with large groups squinting at one monitor.

One example is of a computer program being developed out of a need within our school. National careers literature was readily available but there was a dearth of local information on small to medium-sized firms. In practice this is the area providing the highest percentage of school-leaver opportunities.

Even in a town where the 'bush telegraph' operates very well, individual knowledge of local industry was found to be sadly lacking. Our philosophy had to be one of self-help and to this end we organised the collation of information with a whole year-group of 200 pupils making personal visits, asking teachers being self-starters in their subject and with the absence of well funded in-service training for computing, I have no hesitation in advising them to use these talents to become involved in what is a fascinating development in careers education. The hurdles are not as big as our natural inclinations would have us believe!

Finally, may I add that the 'mixed bag' of courses have led to many careers teachers being self-starters in their subject and with the absence of well funded in-service training for computing, I have no hesitation in advising them to use these talents to become involved in what is a fascinating development in careers education. The hurdles are not as big as our natural inclinations would have us believe!

(Pete Smith is Head of Careers at Todmorden High School, Lancs.)

The Local Industry Package is available from Careersoft, 5 Greenacres Ave, Shelf, Halifax HX3 7RL. It is suitable only for the BBC Model B with disk drive and costs £19.00.

Finding additional help

The material on this page has been put together by the Microelectronics Education Programme as part of its work to encourage the appropriate use of microtechnology across the curriculum.

If you would like further help then the first person to turn to is the careers education adviser in your LEA. MEP tries to ensure that they have access to the latest information about suitable materials. Professional associations

usually have a working party concerned with microtechnology and may well run courses or similar activities.

The CCPU has an extensive programme of courses and other resources. They can be contacted at CCPU, 22 Clarendon Place, Leeds LS2 9JT. The telephone no is 0532 456678 or 450971.

The MEP regional information centres are always a source of advice and help and often have review copies of material available for personal inspection.

مكتبة الأصل

Richard Garner previews next week's National Association of Head Teachers' conference in Scarborough...

Heads' lunchtime role 'intolerable'

Many schools may have to shut down at lunchtime after the present pay dispute ends because of a breakdown in the agreement over school meals supervision, according to the National Association of Head Teachers.

A paper prepared for next week's NAHT conference points out that nearly 10 per cent of secondary school heads find themselves supervising schools on their own at lunchtime even when there is no industrial action. The result can be an "intolerable" pupil/teacher ratio of more than 200:1 at lunchtime with a risk of accidents to pupils.

Leaders of the NAHT will press for an emergency debate on the issue next week and will argue that the union should mount a campaign for a new

agreement which would release heads from their lunchtime burden.

Mr David Hart, general secretary of the NAHT, said: "There can be no doubt that unless heads receive the support they need to ensure the safety and welfare of pupils at midday and to enable heads to take a reasonable break themselves, there is a distinct possibility that many schools will have to close at midday."

"Parents should be made aware of the increasing dangers to children who are left on school premises with very little supervision."

He said the NAHT had for some time favoured a system whereby teachers would be paid a "reasonable rate" under a separate contract for undertaking lunchtime supervision.

A survey of NAHT members had shown that 91 per cent of primary heads (9,235 in the survey) had no time for a break before or after the midday session and 33 per cent (3,316) were supervising on their own at normal times. This figure had risen to 52 per cent (5,229) during the current pay dispute.

In special schools, 20 per cent (110) were supervising on their own during the dispute - as opposed to 12 per cent (68) normally. One 6 per cent (23) had three or fewer ancillary helpers during the dispute while 60 per cent had three or fewer during normal times.

The report concludes: "It is extremely worrying to note that, even during 'normal situations', 12 per cent of heads responding were on their own

and that this had risen to 20 per cent during sanctions."

"The school meals service/midday break in many schools would be chaotic and pupils would be at severe risk were it not for the commitment and dedication of heads, supported by large numbers of deputies and, in some cases, senior staff."

"Heads have the responsibility for the welfare and safety of pupils in ratios which are demonstrably inadequate. These ratios are often in excess of 200:1 and the support (apart from such qualified teacher support as may exist) is in the form of untrained, unqualified ancillary helpers who are not respected in the main by the pupils and who cannot reasonably be expected to keep discipline."

Call to raise or reduce leaving age

The school leaving age should either be raised to 18, or else reduced to 14, says the National Association of Head Teachers.

The subject is among initiatives set for debate at its annual conference at Scarborough next week.

A motion tabled by the NAHT leadership, which will be proposed by its ex-president, Mr John Swallow, calls on the Government to make the change.

The motion says such a move would make better use of the initiatives of the Government and others - tacitly recognizing that new initiatives, such as the Technical and Vocational Education Initiative, have brought a segregation of youngsters at the age of 14.

In addition, the Sheffield branch will urge the union to change its policy to allow open access to all educational records kept in school.

The motion calls on the union's leadership to prepare guidance for heads to help bring about the change.

The conference may also debate whether the private sector of education should be abolished: a motion tabled by Hertfordshire pledges the NAHT to "the creation of a more unified system of education where entry into any school through the payment of fees would cease."

The NAHT's 21,000 membership comes from state schools.

Delegates are also likely to back a call from the national leadership to allow the association to recruit deputies to its ranks.

Such a move would mean the NAHT following in the footsteps of the Secondary Heads Association - which made a similar decision just over a year ago.

In fact, the recruitment war will soon be in the minds of delegates as another motion from the North-West area seeks to declare that dual membership of teacher associations "is against the best interests of the NAHT".

Such a move could upset membership figures - as the National Union of Teachers, Professional Association of Teachers and Secondary Heads Association all count in their ranks people with dual memberships.

At its Easter conference, the National Union of Teachers declared that dual membership should be outlawed - in line with a move agreed by the National Association of Schoolmasters/Union of Women Teachers a few years ago.

The TUC-affiliated unions have been angry that people with dual membership have swiftly dodged their other hats at times when industrial action is taken.

Next week's conference will also see Sir Keith Joseph, the Education Secretary, addressing a major gathering of teachers for the first time since this year's pay dispute began.

Anti-abortion film is sent to 275 schools

by Jane Pickard

Hundreds of video copies of the anti-abortion film, *The Silent Screams*, have been sent to schools by the Society for the Protection of the Unborn Child.

Mrs Phyllis Bowman, director of SPUC, said this week that 275 copies had been posted to schools in response to SPUC's offer to mail them free to educational institutions.

But she said time would be needed to consult the schools involved before their identity could be revealed.

The news came as the Abortion Law Reform Association - which supports a woman's right to abortion - sent letters to all education directors warning them of the film.

The letter accuses the film, which claims to show a fetus "screaming" as it is aborted, of presenting material in an emotive way which could cause unjustifiable distress to young people.

parents to choose the independent sector for their children. "We have just had our list for our new intake for next year," he said, "and parents subsequently withdraw from it if they get a notice there do seem to be more withdrawals this year than normal."

However, he is also worried about the effect that education cuts may have in deciding whether parents choose the state or independent sector.

This year, largely because of the Government's rate-capping legislation, they are beginning to bite deeply into schools in Hillingdon for the first time - with pupil/teacher ratios in secondary schools worsening.

Derek Best is 56 and has been head of Vyners school since 1968. An Oxford graduate, his first teaching post was at Handsworth Grammar School in Birmingham from where he progressed to become head of history and housemaster at Hulme Grammar School, Oldham. He left there because he wanted to teach in the comprehensive system - a decision which antagonized his head, who spoke of him "leaving for the Woolworth's end of the market" - and became deputy head at Brune Park school, a new comprehensive in Gosport, Hampshire.

He had wanted to progress to a headship in Hampshire but - upon being interviewed by the chairman of the schools sub-committee for a headship in Basingstoke - there emerged such a difference of opinion between them that he felt it better to try elsewhere.

"It seemed it was quite a shock to some of the authority what we were doing at Brune Park," he said. "He (the sub-committee chairman) wanted this school to have a bi-lateral organization but I wanted it to be really non-selective."

Despite the problems surrounding the profession, he is hopeful it will not all be gloom in the coming year. "I think the teachers' general council discussions are at a critical point," he said. "We are all reporting back upon some proposals - which include proposals that there shouldn't be an overall majority for one union (the NUT). Now is the time to put a bit of time and initiative behind that."

The continuing series of pay disputes may also be prompting some

Review cane policy call

Labour local education authorities that have not yet abolished corporal punishment in their schools have been told they should urgently review their policy.

Mr Andrew Bennett, Labour's deputy education spokesman and a former teacher, has written to all Labour groups on behalf of the Shadow bench teachers asking them to do so in the light of the legislation on corporal punishment currently going through Parliament.

Mr Bennett describes as a "bureaucratic nightmare" the Bill which would allow all parents to exempt their children from corporal punishment to bring the law into line with a ruling by the European Court of Human Rights but does not concede the principle of abolition.

Mr Bennett says that discipline has improved in most authorities where corporal punishment has been abolished.

SCHOOL TO WORK

Jobs go to older leavers

by Jane Pickard

Only 9.2 per cent of Birmingham school-leavers went straight into jobs last year as the Youth Training Scheme became more popular.

This is revealed in a new report from the city's careers service, on the destinations of 16-year-olds and school leavers in 1984.

Out of more than 21,000 young people, the report says, 38.1 per cent chose to remain in full-time education - about the same as the previous year. Of the rest, 55.6 per cent left school with a view to getting work or training. Six months later, under a fifth of this group had found jobs; 66.6 per cent of the job-seekers were on YTS and 16.8 per cent were registered unemployed.

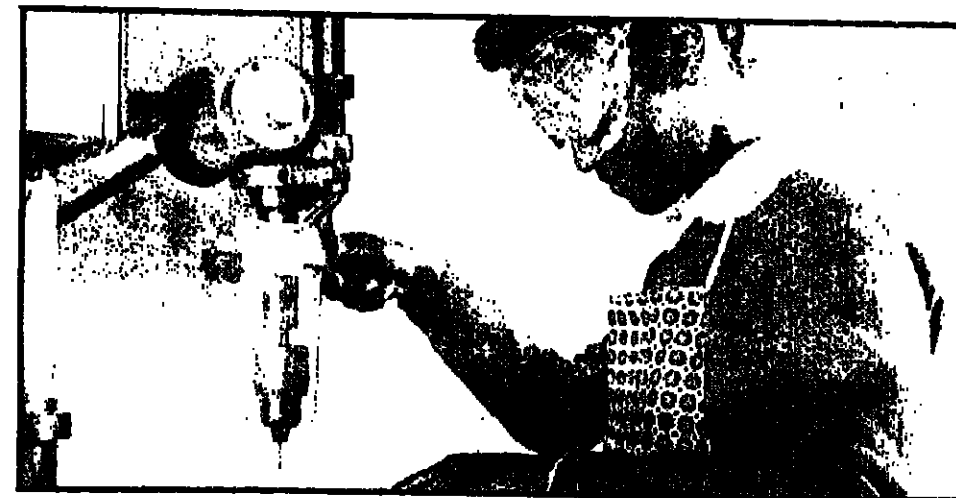
Careers officers say the progress of YTS is encouraging. But they add that it is presumptuous of adults to think the scheme meets all needs.

There is an unmet need for young people who have no idea of the type of training they should follow to be able to sample different types of work before choosing a specific skill area, they point out.

They also say that little effort seems to have been made to encourage girls to try training for occupations normally seen as men's work.

Afro-Caribbean young people tended to enter projects they perceived as "black", in which other black youngsters predominated, while Asian teenagers concentrated on getting paper qualifications and only 17.7 per cent chose to enter YTS.

Employers had been quick to recognize that someone who had trained on YTS is often a better prospect than an untrained and untested school-leaver unless they had above average qualifications.



Girls need encouragement to train for occupations seen as men's work.

Workshop closures hit disadvantaged

by Carmel McQuaid

Moves to close community workshops in Northern Ireland's youth training scheme will hit the province's most disadvantaged teenagers hardest, according to evidence from a new report.

A survey of 900 school-leavers in the Youth Training Programme found that the workshops attracted by far the most poorly-qualified entrants. Of the 16-year-olds entering them, 35 per cent had a reading age of under 11, and performed poorly in vocabulary, reading and arithmetic tests.

A third had fathers out of work, and were judged less favourably than other groups in the training scheme by careers officers - just over half drew favourable comments on their appearance.

Unemployment and 12 per cent drew adverse comments. Sixty-five per cent had been job-hunting - the lowest proportion of any group of trainees.

The workshops group said that the courses had built up their confidence and self-esteem, but more than half of the workshops are currently being closed in favour of employer-run schemes.

These schemes, according to the survey which was conducted by Dr Rosemary Kilpatrick for the Northern Ireland Council for Educational Research, attracted a high level of entrants from professional and managerial home backgrounds, with exam qualifications.

The government training centres attracted trainees most likely to have fathers in work and with a very positive approach to finding a job. They had the best readers and were the most successful group at finding work.

All the groups had similar reasons for not returning to school. Dislike of school was the dominant factor, accounting for 56 per cent of departures. Another 15 per cent wanted a more vocational course, while 8 per cent wanted a job.

The training allowance did not seem to be an important reason for the trainees' decision not to go on the dole. Only 23 per cent gave "better money" as a reason for joining the YTP.

Attitudes to industry criticized

by Diane Spencer

A head this week criticized teachers for their poor response to changes in society and for cynicism in their relations with industry.

Mr Mike Trett, head of Brentwood County High School, Essex, was speaking at the Institution of Mechanical Engineers' final assessment day of the Teacher Fellowship in Engineering scheme, now in its eighth year.

He was one of the first four teachers to benefit from the scheme which aims to give teachers the chance to quit the classroom for one term and work in an engineering company.

He told the audience: "Beware the cynical teacher who says: 'We don't need that kind of contact with industry, we are involved in education, not training'."

But Mr Trett was not just critical of teachers. Industrialists should also spend some time in schools to learn some of the problems faced by staff with increased demands on diminishing capital, he said.

He had found the fellowship scheme invaluable. Half his staff now spent two or three weeks in industry and they had a greater feel for the world of work. Pupils benefited from more realistic careers advice, he claimed.

Up to 20 fellowships are available in 1985. Five have been awarded for the spring term.

Further information on the scheme can be obtained from Lorraine Burley, The Institution of Mechanical Engineers, Northgate Avenue, Bury St Edmunds, Suffolk.

Gummer 'hijack' claim

Mr John Selwyn Gummer, Conservative Party chairman, has refused to sign a petition demanding "A fair deal for youth", from the English branch of International Youth Year 1985, accusing its organizers of being party political.

In a speech to students at Middlesex Polytechnic earlier this week, he declared that groups who had lent their support to International Youth Year had found themselves "hijacked by the Left".

Mr Gummer had been invited to join Mr Neil Kinnock, Mr David Steel and Dr David Owen in signing a giant copy of the petition - which is addressed to the Government - at a press launch. But he declined.

Mr Gummer explained that the petition, which demanded Government action to solve unemployment, lack of education and training opportunities, had heaped all responsibility on the Government without recognizing the role of employers, trade unions, churches and voluntary organizations.

Funds pledge

Reductions in the amount of money Britain receives from the EEC Social Fund will not mean cuts in the Youth Training Scheme, a Cabinet minister told the House of Lords last week.

As the TES reported last week, new rules for allocating the Community's £1.2 billion Social Fund for 1986-88 are expected to lead to big cuts in the generous share Britain now receives, most of which goes towards the Manpower Services Commission's training schemes.

Replying to a question in the Lords, Lord Young of Grafton, head of the Cabinet Enterprise Unit and former MSC chairman, said it was too soon to say how the new guidelines would affect Community support for YTS.

But, pressed by a Labour peer, Lord Bruce of Donington, to give a reassurance that the Government would make good any shortfall, he said firmly: "The Government have made their plans for the Youth Training Scheme and do not intend to depart from them."

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مكتبة الأصل

Universities too independent, says Anne Sofer

by Biddy Passmore

Universities are failing to satisfy their students or provide good teaching and should have less independence, according to Mrs Anne Sofer, who chairs the SDP's education and training group. She told the annual meeting of the Association of Polytechnic Teachers last week that she recognized the desire for mature polytechnics to shake loose the validating controls of the Council for National Academic Awards (CNAA), so that they acquired the same autonomy as universities. But she favoured the introduction of more external validation in the university sector.



Anne Sofer

The SDP saw no justification for funding teaching at a lower level in polytechnics than in universities, Mrs Sofer said. The separation of teaching and research costs in the university sector would make a true comparison possible.

Mrs Sofer said this was the ideal moment to expand participation in higher education because the decline in the number of 18-year-olds meant a much higher proportion could enter the system with only a small increase in absolute numbers.

But changes in the provision for 16

to 19-year-olds - including an allowance for all who stayed in full-time education - were essential to generate the demand for higher education, and must therefore be given priority for funding.

She also called for a much broader sixth-form curriculum and for the replacement of the single, three-year honours degree with a two-year general degree followed by a two-year vocational qualification, along the lines suggested in the Leverhulme Report.

Consumer Association inspectors were "horrified" at the low level of fire safety standards in hotels abroad used by school skiing parties.

The safety standards "must be the result of either profound ignorance of fire hazards or a cynical disregard for the lives of hotel guests", said the

association's magazine *Holiday Which?*. It inspected 33 hotels in Austria, France, Switzerland and Italy used for school skiing trips and found 25 of them

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'Cheap' integration attacked

Keeping difficult children in mainstream schools does not solve their problems, according to a committee which represents schools for pupils with emotional and behavioural disturbance (EBD). *Susannah Kirkman writes.*

The committee has been formed to draw attention to the way EBD schools work. It also wants to publicize the growing number of late referrals to EBD schools because of the drive towards integrating children with special educational needs.

Mainstream schools now hang on to

difficult pupils until they finally have to admit that special provision is necessary, says the EBD committee.

By that stage, the pupils are often 14 to 15-years-old and are more difficult to help.

EBD teachers would rather see earlier referrals, so that pupils can eventually be integrated back into mainstream schools wherever possible.

They feel, too, that EBD schools are being ignored because mainstream teachers who initiate referrals do not understand how they work.

"We want to reduce teachers' and

parents' fears of the 'disturbed' label, and show that our schools are not just dustbins, but provide the best possible care for some pupils", said Mrs Valerie Sinason, head of the Nathaniel Hedderford EBD School and a member of the new committee.

Mrs Sinason criticized integration "on the cheap" in mainstream schools which could not provide for pupils with special needs. "Children need to be protected from society's attempts to pretend they are all the same", she said.

The committee is preparing a booklet about the work of EBD schools which will be sent to mainstream schools.

Scott backed by STOPP

The executive committee of STOPP, the anti-censorship pressure group, has pledged its full support for its education secretary, Mr Tom Scott, following the recent High Court libel action against him.

Mr Nick Peacey, STOPP chairman, said: "Tom acted in an honourable and principled way throughout this affair and therefore continues to have the confidence and support of the STOPP committee."

As a result of the ruling in the case Mr Scott was personally liable for the £6,000 damages awarded to Mrs Joyce White, the former head of Bursville infants school, Clacton, Essex, and her £30,000 legal costs.

Mrs White was awarded the damages after Mr Scott had issued a press release saying there had been 20 canings at her school. It was later ascertained that there had in fact been 20 "smackings".

Anxiety over the occult

by Bert Lodge

Christian parents should seek a personal interview with the head of their child's school if any member of staff consistently presents to pupils "an amoral stance in his or her life".

In a new pamphlet the Association of Christian Teachers of Wales also urges parents to go to the head if a teacher introduces any literature or audio-visual material which condones "harmful matters" such as sadistic violence, drug addiction, anti-social attitudes, sexual perversions, blasphemy, the occult or various new cults.

Similar firm action should be taken if the legal requirements of the 1944 Act regarding daily worship are regularly evaded by such methods as pastoral sessions or social education.

Parents should also seek a meeting with the head if information to which they are entitled under the School Information Regulations - for instance, sex education - is not provided. "Quite a number of parents have

contacted us over different issues but particularly the presentation of the occult in schools", Mr Chris Hess, association secretary, said this week.

"Parents have been very perturbed about ouija boards and their children going to seances. And with the Green Paper about parental influence in school we thought it a good time to prompt parents to play a more active part in the education of their children."

Mr Hess, head of Upper School at Tonypre Comprehensive, Porth, said parents were also worried about the kind of language found in some set books. "Children have been asked to read aloud in class the sort of language their parents would not allow in the home."

A Call to Christian Parents, Association of Christian Teachers of Wales, 43 Heath Park Avenue, Cardiff. Single copies free, 50p for 10, £2 for 50.

'Horrifying' fire risk found in ski hotels

were rated "unsafe" to varying degrees.

The results of the inspection are "considerably worse" than two previous surveys of hotel fire safety stan-

dards carried out by the magazine, says the association.

It is sending a dossier on the results to the national tourist offices and governments of the countries involved and is pressing the EEC to adopt new recommendations on hotel fire safety throughout Europe.

The survey checked hotels on escape routes, fire detectors, alarms, emergency lighting and fire-fighting equipment.

OVERSEAS

Congress holds line on cuts - but lightens school lunch

President Reagan's plans to slash deeply into education spending are meeting stern opposition in Congress. The Republican-dominated Senate has passed, by only a single vote, a compromise plan which would keep most elementary and secondary programmes intact at 1985 levels of spending.

Mr Reagan had wanted cuts of \$313 million (\$250 million). The Senate proposal contains only one major reduction - of \$200 million in the \$4.2

UNITED STATES

Bill Norris on the deficit of Reagan's spending plan

billion school lunch programme - but this is offset by an increase of \$212 million in the funds devoted to special education for America's 4.2 million disabled children. The Administration has suffered an

even greater setback in its proposals to cut student aid by \$1.7 billion. The Senate has chopped back the reduction to \$200 million, and scrapped the proposed \$4,000 cap on aid to individual students.

Nor is this the end of the story. The budget now goes to the House of Representatives, where the Democrats are in a majority. More cuts are likely to be restored, probably at the expense of defence spending, before it reaches the statute book.

Getting buzzed by pop music

IRISH REPUBLIC John Walsh on how youngsters are damaging their hearing

Young people who frequently listen to loud pop music could end up suffering from hearing disorders, a conference in Cork was told last week.

Dr Nils Wallin, executive secretary of the International Music Council, said numerous medical reports indicated that young people were increasingly suffering from tinnitus - an irreversible scarring of the inner ear which produces a permanent disturbing buzz.

"The hearing cells of the inner ear damaged by a sound shock did not rise again when forced down." "They do not behave like blades of grass when we push our foot on them on a dewy morning". He told the conference organized by the Council of Europe as part of European Music Year 1985.

A consultant otologist at the Gen-

eral Infirmary at Leeds, Mr David R. Hanson, described some of the acoustic aspects of pop music in discos or pop concerts. Overall sound levels were sure to be normally well above the accepted damage risk criteria for industrial noise exposure.

Among school children and students, those with the greatest exposure to amplified pop had consistently poorer average hearing thresholds.

However, the conference, which was attended by 60 parliamentarians and experts from 20 countries, also dealt with the more positive aspects of music and noise.

In the field of education, the importance of dance and song for very young children was stressed and participants asked for more emphasis to be put on music in school curricula. Music as a means of expression and communication which enriched the child and prepared it for life in society should be part of basic education as were reading and mathematics.

Participants at the Cork conference



also examined the legal aspects of these problems. Everyone agreed that existing legislation was insufficient but it was more difficult to agree on where legal action should be taken. "The fact is that if there is a problem of nuisance, there is also the basic right to expression and communication," they con-

IN BRIEF

Aspiring teachers 'less prepared'

A report by the US National Centre for Education Statistics indicates that high school senior pupils who aspire to be teachers are less talented and academically prepared than students who want jobs in other fields.

Attitude tests given to a random sample of 28,000 seniors showed prospective teachers ranking lower than those aiming for any other profession, except those who planned to study agriculture and home economics.

The would-be teachers were also less well prepared academically. They had taken fewer mathematics, language and science courses than their peers. However, the study found that they were very school-oriented, had a lower absentee rate than students entering most other fields, and participated more in extracurricular activities.

Botswana boost

The US is to provide \$16.3m (£12.3m) for the development and expansion of Botswana's junior secondary school system. The project will involve the building of a new curriculum development centre in the capital, Gaborone, and six other educational centres, together with hostels in different parts of the country. The centres will form the basis of a national in-service education network for teachers, social and health workers. Washington has also agreed to provide special education and training courses for a specific number of Botswana's school teachers in American colleges and universities.

Veiled threat

Islamic female students in many of Malaysia's colleges and universities have been ordered to remove their veils or face expulsion. The authorities say that the wearing of veils, which has become increasingly common in recent years, must stop as it makes teaching difficult, prevents identification of students sitting examinations, and presents a security risk in the current wave of political and religious extremism in education. Hajjah Rahmah Othman, a female government minister, said women who wore the purdah were confusing religion with culture.

Drugs campaign

Sweden is proposing to vote about £9m for a series of new anti-heroin measures including community-based anti-drug campaigns at schools and sports and recreation centres. There are also plans to strengthen the social services, the police forces and the Office of the Public Prosecutor. In 1968 the country had a growing population of 14,000 "heavily addicted young heroin users". Today, according to a new government study, experimentation with drugs by young people is at last on the decline.

Czech points

Heavy work-loads and poor timetabling of lessons are producing neuroses in up to 65 per cent of all children in Czechoslovakia's "basic schools", which take pupils from seven to 13, according to a survey published by the Institute of Preventive Medicine in Bratislava. Particularly criticised was the placing of the most demanding lessons at the end of the school day, and the fact that breaks are too short and lack "purposeful relaxation". PE lessons were found to consist of only 35 per cent of physical activity, with the rest of the time wasted on explanation and preparations. Parents were censured for letting their children sit watching TV and for allowing them to stay up until 11 at night.

Compulsory RE

The Indonesian Government has announced that religious education in one of the five officially recognised faiths is to be a compulsory subject on the curriculum. All state school pupils and their parents or guardians must now sign an agreement and failure to do so, or to attend the classes, will result in either suspension or expulsion of the pupil.

OVERSEAS

Beatings are still in favour

NEW ZEALAND Terry Power on antidope attitudes to corporal punishment

New Zealand's Minister of Education aims to abolish corporal punishment in schools during the present parliament but a public opinion poll says that 80 per cent favour its retention.

Mr Russell Marshall, the former Methodist preacher who became the new Labour Government's Education Minister last July, responded that the poll showed how much persuading he still has to do.

Having previously said he wanted corporal punishment to go "sooner rather than later", he had become more explicit and stated that he wanted it out by the end of 1986.

Labour's first term ends in 1987.

The poll commissioned and first published by the main evening news of TVNZ's second channel, showed just 18 per cent for abolition, and 2 per cent "don't know". Of those in favour, 23 per cent thought it should be used only as a last resort, 50 per cent occasionally and 8 per cent regularly.

A smaller majority, 54 per cent, thought girls should be subject to corporal punishment - at present, in general, they are not beyond the age of 10.

The incidence of corporal punishment in New Zealand has tended to decline. However, one historical sore point concerns Maori students. Earlier in the century, Maori and European leadership favoured more complete integration than is currently fashionable. As part of this process, Maori

were supposed to become as fluent in English and some were strapped for speaking Maori at school. This is now a memory recalled with resentment.

About a fifth of secondary schools have abolished corporal punishment. Some have experimented with abolition and decided to reintroduce it. Nonetheless, corporal punishment - normally administered with the strap on the hand in primary and intermediate schools, and with the cane on the buttocks in high schools - is more widespread in New Zealand than in Britain.

Mr Marshall has expressed a preference for educational authorities to abolish corporal punishment without his having to take legislative action, while also stressing that he will not wait long. He may well be disappointed. The annual conference in Wellington of the New Zealand Education Institute - the

primary teachers' union - defeated this month a proposal for a blanket policy flaily opposing corporal punishment.

They want that eventually, but first desire the development of "support services to help schools to work out alternatives". Corporal punishment has been diminishing markedly but it still exists and he would be the first to admit that, said NZEI president Dave Kerr.

At present, there is a legislative *in loco parentis* exemption for teachers from being charged with assault for "reasonable" corporal punishment. If educational authorities do not act fast enough to satisfy Mr Marshall, he has indicated that this provision in the law is likely to be changed. There appears to be no case of a New Zealand teacher having successfully been charged with assault for administering unreasonable corporal punishment.

A pledge to improve schools for blacks

SOUTH AFRICA

Jan Hey reports on the hard road to parity

For the first time, the South African Government has acknowledged serious shortcomings in the country's strife-ridden black education system and has conceded that education here will remain in turmoil until certain political reforms for blacks are made.

The white Government has consistently denied that education and politics are legitimately linked. But in a recent policy statement in parliament, Dr Gerrit Viljoen, the Minister of Cooperation, Development and Education, said that black education must be de-politicized by meeting the "reasonable political demands" of blacks in South Africa.

He added that politically inspired boycotts and disruptions had a demoralizing effect on pupils, teachers and the community. Underlying the host of grievances held by black pupils is a key demand for a single Ministry of Education. The Government has been warned from several diverse sources that until South Africa's separate system of education ends, it will continue its dangerous

spiral downwards. There is, however, no sign yet of an end to racially separate education in South Africa.

Dr Viljoen's acknowledgement of shortcomings in black education and his pledge to eradicate inequalities have been lauded in the English liberal press as deserving "every encouragement" from pupils and the broader community.

But the road to parity between black and white education will be a hard one. While numbers at white schools are steadily diminishing, black schools are experiencing a population explosion.

The enrolment figures at black schools are increasing at a rate of 250,000 a year. At present, the department in charge of black education faces the formidable task of providing education for about six million pupils.

Black schools are chronically overcrowded and the Government says it simply cannot keep up with the demand for new schools and more teachers.

The average pupil-teacher ratio in white schools is 20 to 1. In black secondary schools it is 36 to 1 and in the primary schools, 52 to 1. Of these black teachers, 80 per cent are under-qualified.

At a conservative estimate, the South African Government spends seven times more on a white child's education than on that of a black child.



Pupil boom... black enrolment is increasing at a rate of 250,000 a year.

Dismissal notices go out as strike looms

ISRAEL

Benny Morris on teachers' continuing pay war

Six thousand Israeli teachers have received dismissal notices as a dispute with the Government over pay threatened to result in a full-scale strike.

Over recent weeks the two teachers' unions have intermittently stopped classes, and refrained from marking matriculation exams for 11th and 12th graders.

The dismissal notices to about one-tenth of Israel's teachers, all either part-time or on short contracts, are not seen by observers as a major step but a small move in the on-going war of nerves between the Government and the unions.

The Treasury is adamant that the Education Ministry cut some \$113 million (£90 million) from its budget for the current financial year.

The Education Minister, Mr Yitzhak Navon, originally proposed to the Histadrut Teachers' Union and the Secondary School Teachers Association that if they forgo salary increases for one year (increases which were recommended by the Etzioni commission inquiry into teachers' pay and approved by successive governments), then the ministry would refrain from dismissing any or at least many teachers. If the unions refused to waive

the pay increases, then the ministry would be forced to lose anywhere from 2,200 to 6,000 teaching jobs.

The Histadrut Teachers' Union (mostly kindergarten and elementary school teachers) initially agreed to the minister's proposal but ultimately renege, under pressure from the Secondary School Teachers Association, which has consistently refused to give up the pay increases while insisting that no teachers be fired.

The unions, who are traditional rivals, are negotiating separately with the Government. So far, the Histadrut union has offered to forgo "some elements" of the Etzioni pay recommendation. But the Treasury is unlikely to back off its \$113 million demand for education system cuts.

A meeting between Mr Navon, Prime Minister Shimon Peres, and Finance Minister Yitzhak Modai proved inconclusive, with the Government presenting a united front behind the demand for substantial concessions from the teachers. But it is known that Mr Navon is sympathetic to the teachers' stand and sees a \$37 million cut as more realistic than the Treasury figure.

The Treasury is also proposing that the Ministry instructs a second shift in some Tel Aviv area schools as a further means of money-saving.

Meanwhile, the sides are manoeuvring for position between the \$17 million and \$113 million parameters, with the likelihood of a full-scale strike or massive teachers dismissals, or both clearly imminent.

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مكتبة الأصل

LETTERS

Countering the moral basis of racism

Sir - Since I was out of the country, I have just seen the various comments on my article on multicultural education.

I am grateful to Margaret Weller for her kind words. No, I am not a member of AACAA. I may say, however, that the association has a useful role to play in identifying and tackling pockets of racism in the field of higher education.

John Tyrrell questions the view that our present system of education develops a sense of inferiority among black children. I can only refer him to the Rampton and Swann Reports for supporting evidence. I fail to see how he can question the view and yet advocate anti-racist education. He says further that multicultural education could be counter-productive if not founded on anti-racism. To the extent that I understand him, there is no quarrel between us, for I did say in my article that multicultural education does and must aim to counter the intellectual and moral basis of racism.

I am not in the least surprised by Mr Padfield's reaction, although I must confess that I had expected a head of department to express his disagreement without transgressing the limits of civilized discourse. He says that "most" black parents do not want multicultural education for their children. He could not have read Rampton or Swann carefully, or followed the black parents' attempts in various parts of the country to broaden the school curriculum. He says further that our syllabus is so crowded that nothing can be added without sacrificing depth. Even assuming that he is right, an assumption I am not prepared to make, he misses three points. First, breadth is not incompatible with, and narrowness not necessarily conducive to, depth. Second, the question is not so much one of adding to the curriculum as of adopting a different approach. And third, it is possible to preserve the overall quantum of the curriculum but select different principles for determining its content.

As for Tom Hastie, I am afraid I do not understand the thrust of his argument. He says that monocultural education and lack of full appreciation of human diversity are not unique to Britain. Agreed, but so what? Football violence is not unique to Britain. Should we not therefore be worried about it? He says that Britain had a long tradition of Oriental scholarship. True, but what follows? Is he suggesting that the tradition was not deeply biased, or is just as strong today? I should surely know that James Mill wrote several tomes on India without

ever having visited the country or learning any of its languages, and peddled fantasies.

He says, again, that slavery is a matter of profit and class. True, but what follows? Why were only the blacks treated as human chattel? And is it not the case that although predominantly economic in origin, slavery was legitimized in racist terms? He says further that human rights provides a transcultural standard by which different cultures can be evaluated. I am amazed that a former warden of a history centre should not know the simple fact that the concept of human rights belongs to an essentially individualistic modern culture and is not at all culturally neutral. Finally, it is a pity that Tom Hastie reduces the vital question about the nature of our educational system to the puerile level of breaking open boiled eggs.

BHUKHU PAREKH
Department of Politics
University of Hull

Yellow silence

Sir - I should like to comment on David Lister's review (TES, May 10) of the TVE Eye programme, *The Honeyford Affair*, which, to my mind, was a very incompetent piece of TV journalism as the reporter made no attempt to find out just how representative of parents is the so-called Parents' Action Committee. David Lister writes, "Some parents have taken real offence at his remarks". That may also be said of any headteacher worth his salt. The programme failed to interview a single Asian who does support Ray Honeyford - and there are many who do. Even worse, the reporter did not reveal the key fact that Ray Honeyford's school is actually oversubscribed by Asian parents!

David Lister also accuses Ray Honeyford of writing "in needlessly provocative places", by which he means a Conservative publication. What other kind of publication has the guts to print criticism of the self-righteous intolerance of the race industry and of specific practices of the black community? I myself have written an article called *Let's All Think Red Instead of Black and White* (a) I accuse the race industry of obscuring the fact that the basic division of British society is class and not race; (b) I claim that the evils of racism will be more readily eradicated under socialism than under capitalism and (c) I urge blacks and whites to stand shoulder to shoulder to fight Mrs Thatcher's neo-fascism which endangers us all. That article has been turned down by *Labour Weekly*, *New Socialist*, *Tribune* and *The Guardian*. If I want to publicize the ill-informed intolerance and bully-bustics of the race industry and its followers, I have to be published in the *Daily Telegraph* and - to its considerable credit - *The TES*.

David Lister is right when he heads his review *Not so simple*. The Honeyford affair is a complex one, being an amalgam of the ambitions of unscrupulous political leaders in Bradford's Asian community; the fierce fanaticism of certain Muslim zealots; of the cynical determination of Bradford's race industry to be seen to be on the job; the unbalanced but none the less powerful emotional drive of a few whites suffering from what John Sayles, a US radical of the Left, has called "black fever"; of the Machiavellianism of Bradford's Labour Party for whom the Honeyford affair is a cold-blooded vote-tawling exercise; and of the

adolescent-like enthusiasm for "radical" causes manifested by Bradford NUT. For these selfish ends, an honest, courageous and useful member of the Bradford community has been unjustly sacrificed. This is a matter of the greatest concern to every teacher and lecturer in this country. Who shall he the next to be pilloried and suspended? What should we do about this threat to our profession? The poet says, "Silence is golden". Sometimes, of course, it is just plain yellow.

TOM HASTIE
Monkholme Road
Battersea
London SW11



Troubled trip

Sir - Why, when one takes a school journey to the Isle of Wight, do one's children have to suffer racism not only from adults such as fairground workers but from children of a similar age group? In situations where one's children should have been able to enjoy themselves without constant supervision, the black children were subject to verbal and even physical abuse. As the perpetrators of this were seemingly all from all-white parties, one is prompted to ask the question why does the DES not insist on areas outside the inner cities taking a similar stand on multicultural and anti-racist education to that taken by ILEA?

MARK PARSONS
Myatt Garden JMI & Nursery School
Brookley
London SE4

Black rights

Sir - As members of the Anti-Racist Group of Sheffield's Adult Education branch of NATFHE, we wish to disassociate ourselves from the views expressed in Margaret Weller's article (TES, April 19).

We are concerned at the opposition shown towards black groups organizing autonomously. Black people, in adult education and elsewhere, should have the right to work together, without white intervention. Black workers in adult education must be able to gain support from those in key positions in the service.

The statement that "racism works both ways" and that "racism is one form of prejudice" ignores the power dynamic inherent in racism. It is not just a matter of attitudes. Racism is about the power of one group to carry out policies and practices which subordinate other groups. Black people do not have that power - they are not therefore racist. White people must acknowledge the racism inherent in the organizations and institutions of this society and must take responsibility for developing policies and practices which counteract racism. Those of us who are white must also take responsibility for the personal racism which stems from this source.

Power is never concealed without a struggle. White people need to examine situations which demonstrate this determination to retain power and

control. An example of this is Margaret Weller's outrage at being refused membership of a black organization, and by the ability of one white person to disrupt a black workers' conference. Racism is a problem created by white people. It is right that those of us who are white should be talking about it and taking responsibility for counteracting it. Black people who are subjected to the everyday experience of racism are also talking about it, in Sheffield and elsewhere, and white people must listen to what is being said.

There are many black groups in Sheffield, some within the field of education - the Adult Education Black Workers Group, the Black Parents Group, the Black Teachers Group. These groups have been attempting to communicate with white people - if they are not heard, it is because white people choose not to listen.

To equate any black organization with the National Front is totally outrageous.

Acknowledging the prevalence of racism is a painful process. It is not comfortable to be confronted as an oppressor, but if white people want to adopt an anti-racist perspective, the starting points must be to acknowledge and explore the power and prevalence of racism in this society. For this to take place, listening to black people and supporting their right to organize, on their terms, is fundamental.

GLENROY CLARKE, WENDY DAVIES,
DOROTHY DONNISON, NELSON KACI-
SI, RAY KOHN, GILL McABE, ANNIE
NELIGAN, MAGGIE NORTON, MARY
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on behalf of the Anti-Racist Group
NATFHE
St Barnabas Centre
Alderson Road
Sheffield

Heat and light

Sir - I hesitate to write concerning Ray Honeyford, headteacher of Drummond Middle School, Bradford, as the current debate seems to raise more heat than throw much light on the issues at stake. Yet Clive Billingham's attack upon him in your letters columns (May 3) demands some response from one of those that believe Mr Honeyford is more sincere against than against racism.

Mr Billingham argues that Mr Honeyford's general outlook, as may be inferred from his writings, shows him to be unbalanced on educational grounds to be a headteacher in a multicultural society. However, as far as it can be judged from his writings, and also from the recent ITV programme in which Mr Honeyford was interviewed, his educational outlook seems to be in keeping with the recommendations of the recently published Swann Report *Education for All*.

Mr Honeyford argues that a mainstream school should function to introduce or initiate children into British society. This is not to destroy one culture or ethnic group from which the children come to school. This outcome would be improbable anyway for, as Mr Honeyford points out, children are deeply steeped in their own culture and community.

Mr Honeyford is arguing that it is not the job of the school simply to reinforce the culture of home and community, but rather that a school should help to encourage its pupils to play their part in the wider society that is beyond the locality.

The Swann Report seems to have

much the same message. For example, one of its conclusions is "that the problem facing the educational system is not how to educate children of ethnic minorities but how to educate all children" (p769). And in the same paragraph: "Education has to be something more than the reinforcement of the beliefs, values and identity which each child brings to school."

BEVERLEY SHAW
Lecturer in Education
University of Durham

Myths of time

Sir - I have news for your *Comment* writer on *A length of rubber hose* (TES, May 3). The OED dictionary definition of racism as "the theory that human abilities etc are determined by race" is entirely consistent with Mr Alyson Redgrave's "prejudice plus power" (Letters, same issue).

It unfortunately happens to be true that in Britain the majority of white people, who hold most of the power, also believe, perhaps unconsciously, that black people are of inferior ability. This is because of the patterns of history of oppression of black people, and all the myths and stereotypes perpetuated through our cultural communications, language, media, books, magazines, advertising - and even education.

This is why education has such a powerful role in combating these myths and stereotypes, so that through education all our children will learn not to be racist, and to see black people as equals deserving equal respect and equality of treatment. Until this time our society will remain permeated by institutionally-racist practices and procedures which have the effect of perpetuating discrimination against black people, injustice and the myth that black people are not capable of all the same status jobs and achievements as white people.

If your *Comment* writer is a good natured liberal, I hope he (it can hardly be a she?) will not feel "mugged" by this clarification of definitions. I also hope he or she may one day be interested enough to participate in a "racism awareness" course such as those run by the NUT for its members in order to fully understand what racism at a personal, individual, cultural and institutional level, in the educational context, means.

SHIRLEY DARLINGTON
Education Department
NUT
London WC1

Power play

Sir - Your "comment" on Ms Redgrave's letter (TES, May 3) and Ms Weller's response (May 10), seem as muddled as Ms Redgrave's letter itself. The notion that "racism equals prejudice plus power" seems to be a perfectly acceptable working definition. But I fail to see how it leads to the conclusion that all whites are by definition racist. In the first place, it has to be demonstrated that they are "prejudiced". Secondly, while no one could seriously dispute that white people in general have more power than black people, it does not follow that each white person is more powerful than each black person.

TONY WATTS
Clarendon Road
Cambridge

In English, is interested in 'persuing' a career in librarianship and would be 'grateful' for information. Another as 'similarly' endowed, addresses me as 'The Principle'. Someone with those A levels wants information on our 'cause' in librarianship.

I find it difficult to believe that people with A levels and degrees in English have not done any reading. Perhaps what is needed most is a good grounding in the practical application of "good English". And surely this, essentially, is the philosophy underlying much of English from 5 to 16.

MIKE AUSTIN
Cromwell Road
Wimbledon
London SW19

Fewer staff will mean fewer library hours

Sir - Martyn Goff, in his "Second Opinion" (TES, May 3) suggests that librarians are to blame for cuts to book provision. This, he writes, is because resources have been devoted to other media, such as records, cassettes and videos at the expense of books, and because it is easier to cut books than staff.

It is true that libraries are multi-media services; it would be wholly inappropriate for libraries to provide nothing but books when so much knowledge and information is stored and transmitted in other forms. Many people find cassettes, videos, records and computer programs a more acceptable, useful and enjoyable means of acquiring knowledge or information. Public libraries are resource centres and the information must be supplied in whatever form the public needs. Most non-book services are funded in addition to the book-based service and some are self-financing; it cannot be asserted that there would be more money for books if they were not provided.

Mr Goff's second point suggests that books would fare better if there were fewer staff. This totally ignores the fact that if there are fewer staff, there will be fewer libraries open for shorter hours. It is the library staff who not only run the service on a day-to-day basis, but who select the books and other materials to provide for the needs of their local community. There have been reductions in staff over the last five years - over 850 posts have been lost from establishments.

This has been matched by a reduction in the number and availability of libraries. In 1974/75 there were 229 libraries open for 60 hours a week; in 1984/85 this figure has been reduced to 34. Also 537 public library service points (12 per cent) have been closed over the same period. Further reductions in staff will lead to more library closures.

This is not to suggest that The Library Association is happy at the prospect of reductions to book funds - particularly such severe reductions as those imposed in Somerset where we believe the council is in breach of its statutory responsibilities under the 1964 Act "to provide a comprehensive and efficient service". Local authorities often cannot or will not make reasonable resources available for libraries.

For teachers wishing to delve deeper into the topics covered by the posters, an information sheet is included in the pack which lists the wide range of literature (mostly free) and audio-visual materials (available on loan or for sale) available from the authority to complement the posters.

Since the posters were launched last October, more than 600 schools have bought sets, after first ordering them for inspection. This suggests, particularly at a time when funds are scarce, that even though the posters did not meet the predilections of your reviewer, they are considered by a sizeable and increasing number of teachers to be not only good value for money but a useful teaching aid.

BILL McMILLAN
Director of Information Services
UK Atomic Energy Authority
11 Charles II Street
London SW1

Near the mark

Sir - Why should Her Majesty's Inspectors for modern languages think that, as stated in the DES report *Boys and modern languages*, the inclusion of a foreign language in the common curriculum is, in this country, a state of affairs which "can be envisaged only as a long-term goal"?

This is a defeatist attitude which runs counter to the feelings of the majority of language teachers, if the mood of those who attended the recent Joint Council of Language Associations' Conference at Bradford University is to be believed. The first resolution passed by that conference, attended by 770 language teachers and administrators, urged I.E.A.s "to monitor the position of foreign language teaching in their secondary schools to ensure that all pupils continue foreign language studies up to the age of 16-plus, following coherent courses with set objectives."

The charge of elitism can no longer be levelled at foreign language teachers. The changing emphasis in language teaching, the enthusiasm shown for the graded objectives movement and the interest in the new General Certificate of Secondary Education all give ample proof of the willingness of language teachers to make a practical, working knowledge of a second language a crucial factor in the education of today's children.

What a pity then, that the Inspectorate's otherwise admirable report should be marred by a remark destined to discourage rather than enthrust.

JOHN ROPER
Chairman
CLA policy group
c/o Centre for Information
on Language Teaching
and Research
Regent's College
Regent's Park
London NW1

MARK FEATHERSTONE-WITTY
Chairman
The Association of Tutors
28 Sackville Road, Hove
Sovereign

One general: 27 years ago, responsible tutors formed The Association of Tutors, which has strict conditions of membership.

One specific: any tutor listed by the

association has had qualifications checked against original documents, references followed-up and subject areas defined.

The association exists partly to maintain a benchmark of standards for tutors and the general public in an educational area which appears to be becoming greyer by the minute.

By way of brief response, I want to make two points: one general and one specific.

One general: 27 years ago, responsible tutors formed The Association of Tutors, which has strict conditions of membership.

One specific: any tutor listed by the

LETTERS



rary services and the Minister for the Arts will not intervene when they are failing in their responsibilities under the Act. In such circumstances, librarians' first priority is to keep the library open and available to the public.

The Library Association is seeking to inform the Government and local authorities of the many problems being faced by public library services as a result of government expenditure policies. Surely it would be better if the

Too simplistic

Sir - Martyn Goff's Second Opinion (TES, May 3) misses interesting questions.

● Is the ability of "top graduates" to write persuasively related to provision of pulp fiction in public libraries? Surely they should read *How to win friends and influence people*.

● Are librarians really free to trade off book purchases against staff? Librarians today are heavily involved with encouraging the public, and particularly children, to read, and this demands staffing.

Incentive-based

Sir - I read with interest Diane Spencer's report on Keith Topping's address to the Association of Educational Psychologists on the value of a range of educational and therapeutic techniques for disruptive adolescents. It is encouraging to learn that evidence now exists for the effectiveness of techniques which can be used within the school. This will be a source of encouragement to those working with disturbed children in schools, and it may help to allay the anxiety of teachers who are being told in imprecise and unhelpful ways that they produce the pupil's symptoms.

Teachers will also find helpful the emphasis on encouragement through incentives. To see punishment as a positive part of a planned programme with a child rather than a ritualized and automatic reaction to his assessed badness is also healthy. As an association, however, we are surprised by the assertion that corporal punishment can be shown to be effective except with a child with whom less distasteful sanctions would have had the same effect.

In view of the talent and energy often devoted by staff in off-site units, it is sad that they attract Mr Topping's blanket condemnation. Our experience has been that where they are staffed by skilled teachers and have a well-defined policy they have been

National Book League joined us in that exercise rather than suggesting that warehouses of books, closed most of the week for lack of staff to man them, are the answer to the threats being faced by the finest public library service in the world.

GEORGE CUNNINGHAM
Chief Executive
The Library Association
Ridgmont St
London WC1

● Shouldn't children get some of the books they need from school libraries? The Library and Information Services Council has recently published a report on the shocking state of school library provision: when will Government recognize the need for this?

Mr Goff is using simplistic impressions to blame his allies the librarians for a situation outside their control, which is already described on page 27 by Kenny Mathieson.

A J BASKER
Education Librarian
Portsmouth Polytechnic

Doubling up

Sir - I would wish to draw attention to two inaccuracies in the TES (May 10). First, with regard to the INSET training course for the new GCSE examination. The examining groups are to receive over £300,000 to help with their work, it double that mentioned in your article. We would argue that this should largely cover their costs, assuming that the I.E.A.s bear travel and subsistence costs in the usual way for in-service training courses.

Second, Margaret Brown in her interesting commentary on the national criteria for mathematics has passed on some serious misconceptions:

a) A mathematics examination under the GCSE may be assessed entirely by coursework provided that that coursework includes some written examination papers (one of which must be taken at the end of the course) which should normally account for at least 50 per cent of the assessment. This seems to me to be perfectly sensible.

b) Most importantly, criteria must never "distort good practice and render more difficult developments in curricula and assessments" and to this end paragraph 6 of the General Criteria explicitly says that the Secondary Examinations Council is "able to make recommendations to the Secretaries of State for temporary dispensations from individual provisions of the national criteria where the Council is satisfied that this is necessary in order that promising innovations in syllabuses or assessment procedures may be tested."

SIR WILFRED COCKCROFT
Chairman and Chief Executive
Secondary Examinations Council
45 Notting Hill Gate
London W11

been engaged in the search for reliable assessment techniques to apply in evaluating the long-term effects of intervention with disturbed children and has found it a much more difficult task than Mr Topping has. The treatment of easily identified symptomatic behaviour can easily be assessed and, on a superficial level, is often easy to achieve. It is much more difficult to engage productively with the range of character and personality problems which those working with disturbed children meet with at every moment in their working lives. It is success in this area which promotes health in the pupils' feelings about themselves and their capacity to engage in life creatively and positively.

Our contention is that children exist for whom residential placement is the only possible strategy because their domestic and social relationships have broken down and they have entered a destructive vicious circle.

We also contend that a range of provision exists which has established therapeutic potential and which can also extend rather than restrict the child's curriculum. The morale of this essential, if small section of the educational service, is precarious and easily damaged by uncritical and indiscriminate attacks.

The association has for some time

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TALKBACK

The Swann paradox

GILLIAN KLEIN

The "paradox" of the *Swann Report* has been made much of by the Press. The paradox is constructed thus:

- West Indian origin children "under-achieve" - in terms of school accreditation and pursuit of higher education
- Asian origin children do not under-achieve (except for Bangladeshis), doing as well as white pupils
- Racism is directed at both West Indian and Asian origin children
- Racism is a causal factor in under-achievement. Therefore

There was a type of IQ test - in the days before they were discredited - where you had to decide which in a series of interconnected statements had to be wrong. It was headed *Paradoxes*. So when Lord Swann gave the term "paradox" to his audience of reporters at the publication conference in March, it was hardly surprising that the newspapers next day binned strongly the mis-fit statement was number 4. The causes of underachievement would have to be attributed to something other than racism. Yet there need be no paradox: all four statements could be equally true.

On the surface, the *Swann Report* goes to great lengths (55 pages) to describe the existence and the power of racism in our society. It discusses its effects on the socio-economic position of ethnic minorities and offers an explanation in liberal terms: West Indian origin children come from among the most socially disadvantaged group in Britain and research suggests that this group, whether white or black, does worse at all school. But this refinement does not explain why Asian children, also likely to be from disadvantaged homes, do well.

The answers must therefore lie elsewhere. I can produce one - straight out of the *Swann Report* though I wish to stress that it provides a partial answer only, or one of several. For we are dealing with a complex question involving hundreds of schools, thousands of teachers and still more children, and millions of attitudes and prejudices, behaviour patterns and interactions.

On page 46, in Annex B of Chapter Two, is the research by Peter Green, which illustrates how teachers, whether they have identified themselves as "ethnically highly tolerant" or "ethnically highly intolerant", behave

utterly differently towards their pupils depending on whether these be West Indian origin, Asian origin or white and whether they be girls or boys. "Highly intolerant" teachers, for example, will direct their maximum constructive energies to white boys and their second-best attentions to Asian boys. At the sharp end of their criticism will be West Indian boys and they restrict the opportunity for West Indian girls to engage in initiatory talk to less than one third of that permitted their white classmates. "Highly tolerant" teachers, on the other hand directed their positive efforts to Asian origin boys, to a marked and "excessive" degree.

Dr Green investigated the effect that this has on the pupils. He found those who were expected to "achieve" as a "problem" equally fulfilled their teachers' expectations.

There are two obvious lessons to be learned from this one piece of research. First, it is time - as many have been saying for years - that research is directed not at pupils and their families, whether disadvantaged or otherwise, but at teachers and



All right in theory

JOHN EGGLESTON

In a detailed and perceptive analysis the *Swann Report* reviews the long drawn out agonies of teacher education since it first discovered multicultural schools. The catalogue of exhortations, rationalizations and persistent short-comings makes depressing reading. It is even more depressing to realize that it reflects so accurately what has happened in the schools themselves.

The remedies advocated by Swann are not new but they probably repre-

sent the most appropriate lines of action available. They include the permeation of all aspects of courses and above all an equal emphasis on pluralist approaches for all white areas as well as for "mixed" areas and more relevantly experienced staffing with a strong component of teachers from the minority groups.

But though strong on suggestion, Swann is thinner on implementation. College maths and science teachers for example, are unlikely to permeate their courses with pluralism unless there are actual schools and actual curricula in which these can be experienced for real. Otherwise it is rather like installing lead-free petrol pumps in areas where there are no engines that run on lead-free fuel. Students are unlikely to become pluralist unless seriously if it brings about no relationship to their professional practice. At worst it can only lead to the kind of cynicism expressed by three teacher training students overheard on a train last week. They agreed "You've got to write multi-cultural at least four times on every page if you're going to get a pass mark from Mr X; it's his latest buzz word".

The key to progress lies, above all, in the quality of professional experience available to students. If they can experience successful teaching and shared learning in ethnically diverse classrooms or find genuinely pluralist and viable approaches in all-white schools then their expectations and commitment can change dramatically. Successful pluralist teaching is no more or no less than good teaching. If training institutions, in association with schools and authorities, cannot make this experience available for their students then it is highly doubtful if they should be in business at all in a multi-ethnic society.

If the experience is provided then under way to achieving the most important change of all which is only tentatively mentioned by Swann. This is the change of attitude by many teachers and students. The crucial influence of teachers' attitudes is spelt out repeatedly in research studies in Swann and elsewhere. Our recently completed Keele study of the educational and vocational experiences of the DES demonstrates this strongly. It includes a perceptive case study by Cecile Wright in which the differences in teachers' attitudes to white, Asian and Afro-Caribbean children are shown to be clearly related to differences in motivation, attitude and achievement of those children. Teacher training must tackle these differences in attitude; it is disappointing Swann did not identify this central issue more clearly and more urgently.

John Eggleston is professor of education at the University of Warwick, Coventry.

Point taken

J F THORLEY

I found "Missing the Point" (TES April 9) very interesting and it supports observations I have made in the course of my work as an advisory teacher in Germany. I would like to suggest, however, that it is connected to a more fundamental problem. This problem I have called "acquired cognitive interference" (ACI), by which I mean the earlier learning of concepts whose schema interferes with later concepts. The recorded problem was called "Longest is smallest" and one suggested cause was children making generalizations from fractions. This is part of the problem. I would have been interested to know if the children had been taught "ratio fractions" extensively before decimals.

I think that ACI is a more fundamental problem related to the learning of language. Children's first acquaintance with numbers is through language. A child learns the name of a number and associates one word with one number. This model is fine for numbers up to 9. However, the same model continues up to 20. The word for 15 cannot be broken down into two meaningful syllables which reinforce the mathematical model, (ie one ten and five units or even, five units and one ten as in Germany, see Inter).

We already know of the unhelpful visual cues that modern ways of recording figures represent. Five is no more suggestive of five units than anything else, unlike a Roman five. Then there is scanning. Again we are aware of the difficulty of having left/right scanning for the beginning of reading and right/left decoding for numbers. Again, the language model does not help with the decoding of the symbols. Twenty two encourages scanning numbers from left to right while the decimal point requires the opposite. When "ratio fractions" are introduced, sometimes as early as eight when the average reader may still confuse "p, b and d" in reading, they have to scan numbers vertically as well.

It would be interesting to see if the Germans have the same problems with teaching place value to young children as we do, with its related problems demonstrated in this survey for decimals. In their language, after 12, they reverse the order of the words and say in effect, three and ten or two and



twenty. Hence, the language model reinforces the mathematical decoding, making the values of the figures explicit and helping to train right/left decoding.

This leads me to conclude that early language training and reading practice may actually impede early mathematical development, and for the less than able, prove to be a serious impediment to learning mathematics.

My suggestion for ways round it are not new. First, I would delay the recording and formal work on "Ratio Fractions" until after decimals have been introduced.

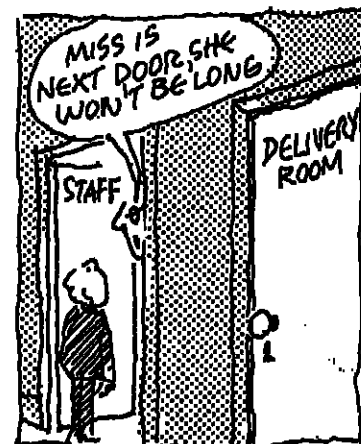
I would initially introduce place value for numbers from something the children already have acquired and which supports the model with concrete equipment, i.e. money.

I would encourage young children to work with systems that make the value of the figures important, i.e. Roman numerals.

I would delay recording of numbers greater than 9 until I was sure that the child did not think that ten was a single number and the 10 occupied just one column, even though the word had only a single syllable.

I would make sure that teachers understood that there was possible ACI involved and that tests should be conducted to see if this was the case. Lastly, the well known fact must be repeated, it takes a long time for average and below average children. (If this has any meaning), to acquire the concepts of place value and related concepts. It is foolhardy to rush children on to recording in the formal way and is often counter productive, as previous APU reports have demonstrated.

J F Thorley is advisory teacher for mathematics and computers at the Rheinfelden Teachers' Centre, BFP040.



back into the profession if they take a break. Women trying to get back are hit by two factors - falling rolls and more mothers returning after maternity leave. Both factors mean there are fewer vacancies.

L.e.s. "pecking order" make it ever more difficult for potential women returners to realize their hopes. The redeployed and serving teachers of the authorities with vacancies are favoured so that jobs can be lost and money saved. College leavers are given preference for nationally advertised posts to give youth a chance and, dare we assume, because they can be paid less than experienced teachers?

We see L.e.s. advertising jobs and proclaiming themselves to be "Equal Opportunity Employers" so that sex, disability and ethnic origins need not handicap an applicant. Has no one told them that their policies coupled with maternity leave discriminate against women?

Janice Webb is a part-time temporary teacher with two pre-school children in Cheshire.

Sharing or scaring?

JANICE WEBB

The Burnham Committee Pay Data Working Party has made some interesting, if disturbing, findings about women teachers' pay and status lagging behind their male counterparts (TES May 3).

Reasons have been put forward - the phasing out of girls' grammar schools means fewer female headships, traditional senior mistress posts are advertised as open to both sexes and men are more interested than women in pay and status.

Rightly the "baby break" is cited as the major reason why women remain on the lower rungs of the career ladder. Low-status part-time jobs and supply teaching helps to keep them there, whereas job sharing schemes would allow them to keep a foothold. A point has been overlooked - maternity leave. A large number of women teachers are taking it and returning to work before their infants are weaned. Thus they maintain a career progression similar to that of men and those who opt to stay at home more than before.

Before the passage of the Sex Discrimination Act of 1975 and legislation on maternity leave, most women had no option but to take a break of several years. This enabled those who had raised their children to school age to step into their jobs. Because of contracting job opportunities, more pregnant women are holding on to their posts out of fear that they may not get

FEATURES

Best of a good job

In the second of our series on schools regarded as examples of good practice, Virginia Makins finds it's not what they do at Northborough primary but the way that they do it.

What strikes you, as you walk around Northborough primary school, Cambridgeshire, is not just the work children are doing, but the way they set about it.

A class of older juniors was working on a project on flight. In the large hall two boys were using a solid homemade wood and rubber hand launcher to test different types of paper aeroplanes, making rough notes of the angle of the launcher and the distances flown.

Three girls were working in a corner of a big open plan T-shaped working area shared by the top two classes. They were making a Meccano machine that they had designed to test wind resistance.

Gradually, through the day, the machine took shape, its string starting mechanism was developed, and finally, just before going home time, it worked well enough for them to begin their experiment of putting different shapes and sizes of card on its rotating crane arm, and timing the results.

Two other girls had made a large black polythene kite, with a curving cross strut. They explained that other children's experiments had shown that the curved shape - dihedral, they called it - seemed to take the wind best.

The other class in the open-plan area were mostly working in pairs and groups trying to find a way of accurately mapping the irregular shape of the school pond. Out by the pond, a boy with a metre rule was assuring his partner: "It will be accurate, though". "Why will it be accurate?", asked the other.

Round a table in the classroom, a group of half a dozen boys were reporting on their work so far, heads together round a table with their teacher, Elaine Rudd. She was trying to get them to explain their mapping strategy and there were difficulties: they seemed to be confusing accurate scale with accurate measurement.

The discussion lasted several minutes, with many long pauses for thought, and ended inconclusively. The boys clearly thought they knew what they were doing, but weren't able to explain it to Elaine Rudd's satisfaction. Finally, they went back to the drawing board to develop their chosen strategy. It seemed likely, watching different groups at work, that at the end of the project several possible mapping methods would have been developed.

The six to seven-year-olds were working on mini-beasts. Two little girls were on the floor, making a half-covered box. They had decided to investigate whether woodlice like living in dark or light, and were puzzling about where they could put food so it wouldn't distort the results of their experiment.

In all the work, the independence and competence of the children was striking. The pond-mapping boys were pursuing their own ideas - not waiting for clues from their teacher about what they should be doing next.

The Meccano girls were confident about the construction of their machine, and persistent in overcoming weak points in their design. They stuck to the job and required virtually no help throughout the day.

Even the youngest children showed a surprising level of skill and independence. Five to six-year-olds seemed to know exactly what they were doing when mixing paints to get a particular colour. Some were doing attractive and accurate drawings of blossom that would not have disgraced nine-year-olds, working for long spells and not seeming to need much adult support.

All over the walls of the school there was evidence of quality and finish in the work - whether it was stylish and interesting writing, watercolours of fen sunsets, charcoal and chalk

sketches, graphs and charts recording results of investigations, or a set of ingenious peg-board cat and mouse games.

What the teachers at Northborough have been doing, over the past couple of years, is making the best of a good job. When the present head, Clive Davies, was appointed three years ago, he took over a school that was, in the words of the local primary adviser, "in very good heart".

The retiring head had been enthusiastic and popular, and there was a strong staff, many of whom have since moved for promotion. The 168 children come from three villages, and mainly have stable and supportive homes. The school has six classes, with 30 or so in the other classes and rather fewer in the youngest ones.

The school's surroundings are, as Clive Davies says, "an incredible environment for primary work". The village street and church are interesting, there is a fortified manor house with Cromwellian connections just down the road, and the school has over three acres of its own, most of it taken up by an old orchard run wild.

The orchard has been developed into a mini-field centre, with a nature trail, a new pond which was rapidly colonized by a wide range of creatures, and two hives of bees (local beekeepers have come in to teach two members of staff and the children how to look after them), as well as its large natural collection of birds and plants.

Eventually, Clive Davies hopes for a small holding. Other Peterborough schools are beginning to bring classes out for the day, borrowing the school's excellent equipment for studying its wildlife, and lending a multi-ethnic variety, which the Northborough staff welcome, to breaks and dinner times.

It did not come as much surprise, after watching the children at work, to find that the main aim of the school's curriculum was "personal autonomy". To underpin that aim, teachers were beginning to analyse in some detail the skills children needed to work productively on open-ended problems over a wide range of curriculum and content.

"We do teach skills very formally - without careful groundwork, this kind of problem-solving approach would be a recipe for disaster", said Chris Child, the deputy head. So when the school

invested in Meccano, teachers made sure children knew how to use it. They were asked to make different machines - a vehicle to travel as far as possible, another to travel just one metre, a crane to perform specific pickups and drops.

The school's 50 page language policy - written by a teacher who recently left the school to become a deputy head elsewhere - is an interesting example of how one school has translated research into detailed practical teaching guidelines which cover reading, writing and spelling all the way up the school.

The approach to reading changed radically last year. All reading schemes and colour coding were abandoned. Instead, books were grouped into three categories - for lower, middle and upper schools. Each category had a wide range of difficulty, and children were to be allowed to choose any book they want.

There were a lot of meetings with parents to explain the new approach. The idea was for teachers and parents to treat children as "apprentice readers", working alongside an adult and getting whatever help was appropriate for the particular book in hand. Teachers now aim to have frequent but much longer and less interrupted sessions reading with children, taking great care not to make them feel they are being tested.

The great benefit so far, according to the teachers, is that the youngest children progress just as fast, but enjoy their reading far more, putting great vitality and expression into it. "I'm rapidly being done out of a job", said Rosie Shackell, a part-timer who caters for special needs.

Work with sentence makers helps get children started, and letter formation is carefully taught before children are asked to do any writing. The care and supervision at an early stage shows in the work: several of the six-year-olds wrote in a fluent, legible, joined-up hand. Sheila Jarrett, their teacher and the school's handwriting expert, believes in teaching children to join letters the moment they know how to form them. One or two of the middle infants already seemed to be writing short novels.

Other curriculum areas have yet to get the full treatment given to language. "When I came, I thought we would cover all the main curriculum

areas in 18 months" says Clive Davies. "Now I reckon that it will take seven years - and then we'll have to start at the beginning again."

A policy for aesthetic education has now been drafted by Elaine Rudd for discussion by the staff, and the maths policy (which could result in the maths scheme going the way of the reading schemes) is only a gleam in the eye of Clive Davies, the school's maths specialist.

Meanwhile Davies' early concentration on reorganizing the physical layout, resources and surroundings of the school so that children were given more responsibility for organizing their own work, and teachers had more time to work with groups of pupils in some depth, seems to have paid off very quickly.

"What is striking here is the respect for children, and their ability to sort out problems for themselves", said Chris Child, who joined the staff last year.

All the discussion and reorganization has meant that staff now work much more closely together. "The big change in the school is that we're working as a team, we know what the other teachers are doing" said Sheila Jarrett. "Before we only really knew what was going on in other classrooms at Christmas, when we were noisy."

The teachers plan topics that cover a range of curriculum areas - rotating history, environmental science and physical science topics. The topics are also designed to develop specific skills. In the "middle school" - top infants and younger juniors - one aim of the work this term was to get children using diagrammatic rather than representational drawing when recording their work.

Another was to introduce the six and seven-year-olds to research techniques. Worksheets covering a selected range of books about insects asked children to extract different kinds of information: the size of different wasps from scale drawings, or why bees dance.

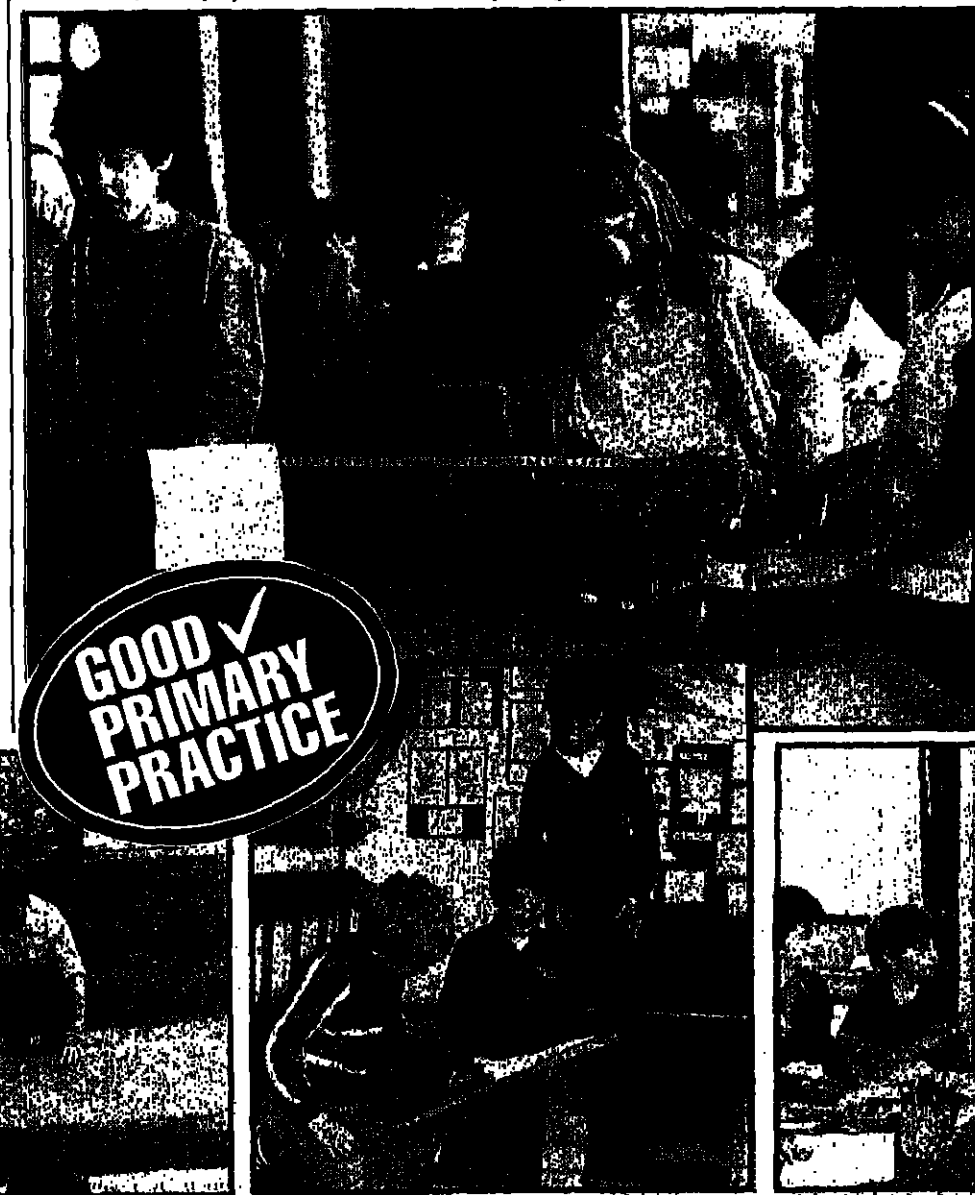
Further up the school, the flight project was partly aimed to show children the importance of designing, and evaluating, fair tests of their hypotheses. "When a group has finished an investigation we talk about the validity of the result - but they can't learn to evaluate their work until they've done things for themselves", said Chris Child.

Once topics have been introduced, a lot of the work develops from problems which come up at a previous stage: the work on wind resistance had arisen from earlier experiments with different sizes and shapes of parachutes.

The staff are now trying to draw up a systematic list of skills that need to be taught if children are to work independently and productively - manipulative skills, problem-solving, research and evaluation skills, recording skills, including mathematical ones. If other schools are working on similar lines, Clive Davies would love to hear from them.

"It's easy to find a school that has strong specialisms. This one is good across a broad front", said Colin Curtis, Cambridgeshire's primary adviser. "I've been very impressed by the depth of the work, the sensitivity of the art and writing at every age" said Chris Child. "Sometimes I just sit here, agog at the quality."

Good primary practice is a series to run through-out the summer term. The first few schools have all been nominated by people who visit large numbers of primary schools. Readers are invited to suggest schools that represent their own ideal or to contribute their own thoughts (maximum 700 words) on the ingredients of best primary education. Submissions to the features editor, The TES, Priory House, St John's Lane, London EC1M 4BX.



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John Eggleston is professor of education at the University of Warwick, Coventry.

Two teachers are attached to a Leeds social work unit. Geraldine Hackett reports.

Not from school



South Seacroft estate: no one who has any choice wants to live there

On the east side of Leeds the South Seacroft estate sprawls behind the main York Road: more than 1,200 red brick houses put up by the council before the war. No one who has any choice wants to live there, and because the homes are larger than more recent council houses, the estate has an above average number of large families.

Pam Bromley calls on families on the estate and is a regular visitor to two local schools, Seacroft Grange first school and Seacroft Park middle school. The families she knows well are part of the case-load of Leeds family services unit - one of a national network of voluntary social work agencies.

The Leeds unit decided in 1975 to recruit two teachers to work alongside social workers. And what was originally an experiment funded by money from the urban aid programme has developed into a vital part of the unit's work.

The family service unit works with families that tend to have a range of problems, often exacerbated by poverty. The unit talks of them as "disadvantaged and overwhelmed", and they may be families that have rejected help from statutory agencies.

Pam Bromley, who taught in schools for a number of years, had been teaching sick children

in their own homes before she joined the unit in 1981.

Jane Sims, the other teacher, had been doing home-school liaison in Bradford before joining the unit in 1979. The teachers divide the work into seeing children at home; taking sessions in schools that have children from the unit; and group work in the unit's own classroom.

The most common problems their children have are literacy and slow learning. But John Corden, the unit's administrator, says very bright children also have problems. One boy from a fraught family background kept being rejected by schools because he would beat up children in the playground. His aggression is blamed on the severe disciplinary methods used by his father and the psychiatric problems of his mother. The unit's teachers can negotiate between schools and families and at least make schools more aware of the stresses children are under.

At Seacroft Grange the headmistress, Mrs Valerie Wood, is convinced that Pam Bromley is an asset to the school, but not all heads have that attitude.

Teachers from the unit have to rely on the cooperation of schools: they have no status within the system and no automatic entry into schools. Over the years, Pam has tried to gain the

confidence of schools and break down the barriers. Parents involved with the unit are often hostile to schools and the schools in turn, can perpetuate their fears by labelling them as parents who are not interested in their children's education.

"The fact that parents don't turn up to teacher evenings doesn't necessarily mean they are not interested. They may have young children they can't leave, or schools may hold uncomfortable memories for them," said Pam Bromley.

And while parents may be apprehensive about visiting schools, teachers may be just as apprehensive about visiting homes.

The first four years of the education work at the unit is documented in a book, *Our teacher's not from school*, published by the FSU. In it FSU teachers say, "In the families we encountered almost all parents had left school as soon as they could: for many it was a place where they had felt ashamed, where they had been found wanting, where they had found themselves regarded as a nuisance and a trouble-maker. In short, it was an experience to be endured, and those enduring it were to be pitied."

Pam reassures parents by introducing them to the school. One of the sessions at Seacroft Grange is for boys due to transfer to Seacroft Park next

term, and their parents. Her sessions are not exclusively with families known to the unit, but also include children and parents the school decides might benefit.

At the moment, she is taking the boys and parents on visits to the new school. The move to a bigger school is often a challenge for children and the unit has noticed that it is the time when children often begin to play truant.

The head at Seacroft Park, Bill Pick, is an advocate of having parents in his school. There are weekly sessions when parents come into school to hear their children read (and in some cases, to get help with their own literacy).

Next term, Pam will be involved in the school's programme to improve literacy. She will stay in touch with children on the unit's books, but she will be part of the overall scheme.

As well as school sessions, Pam visits the homes of unit children. If a child is missing school she calls to see if there is a particular problem. "The parent usually provides a plausible reason, but in some families a parent will keep a child at home for company or because the family got up late."

One eight-year-old girl misses odd days at school when the demands of a young baby become too much for her mother, heavily pregnant with her seventh child. Father left a year

ago taking the four boys with him.

Pam's visit is much like that a social worker might make, but part of the work is encouraging parents to play with their children.

Because a family has lots of problems, specific difficulties may not be picked up. A child's problems may be due to a hearing problem or they may be in need of speech therapy. The teacher is able to ensure children are referred for assessment, and she can accompany a parent who fears such appointments.

The education work in the unit's own classroom tends to take place after school with children ferried in.

Jane Sims uses imaginative games to keep the attention of children who have already had a day at school. Halfway through the session the group sits down for a meal cooked at the unit: an essential part of the process of making children comfortable and encouraging them to talk.

The sessions at the unit allow for a great deal of individual encouragement but avoid the singling out of children in class that inevitably happens in schools. Both teachers feel their approach helps change children's perceptions of teachers. The children use the teachers' Christian names and there is the link with the whole family.

The presence of FSU teachers in schools can also affect the attitudes of other teachers, why may dismiss a child without being aware of outside pressures, such as mental illness, mother remarrying, or the birth of another child.

Schools can unintentionally add to the burden of the day to day problems of such families. A school's demand for games kit; the ingredients for a cookery class or school trip money could be the last straw for a family finding it difficult to make the weekly income stretch far enough.

The book concludes: "From our position in the middle ground between school and family we were able to observe how difficult, and therefore,

'school was a place where they had felt ashamed, where they had been found wanting... an experience to be endured'

rare it was for any one professional within the education system to gain a comprehensive view of a family's engagement with that system."

Since that was written the project has evolved and the personalities changed. John Corden, who arrived after it was underway, is convinced of its value. These days there is less of a dividing line between what is the teachers' work and what is social work.

"The sharing of skills has been a useful contribution," he said. "The demarcation is no longer as rigidly maintained."

The job is probably more demanding than many classroom jobs in that it does intrude into the teachers' private lives. Families rely on them for support, and that has to be provided at times when it is not always convenient. For schools, there is the case of discussing a child's problems with another teacher, rather than a social worker. The unit's teachers can cross that professional divide.

Our teacher's not from school by Roger Jenness and Helen Dawe, is published by Family Service Units, 207 Old Marylebone Road, London NW1 5QP.

cost" has - mercifully - only to be multiplied by the relatively small number of pupils involved.

Once all the questionnaires were in, it was possible to work out the exact percentage that the unit cost < the number of pupils taught represented of the global sum available. For example, art ended up with an entitlement to 2.88 per cent of the overall figure whereas science's figure was calculated to be 5.82 per cent.

It would, of course, be interesting to be able to compare the percentage of the whole that different schools spend on different subjects. In a way the situation could be thought of as similar to that in dinghy racing where different boats are given different handicaps numbers according to their relative sizes and speeds. In principle it ought to be possible to arrive at a complete set of nationally-agreed Portsmouth Yardstick numbers that could be used as the basis for departmental financing.

Obviously some historical and local considerations might need to be taken into account - a particular department may have been consistently under-resourced by a previous head or the former head of department may have spent money rather unwisely - but an established rank order of comparative departmental spending requirements of the kind suggested would, perhaps, be useful as at least a starting point for curriculum or finance committee deliberations at this time of year.

Garth Freeman is head of Orleans Park School, Twickenham, Middlesex.

Bridging the gap

Henry Pluckrose looks into a practical scheme to build recent classroom experience into teacher training

Marten Shipman, dean of educational studies at the Roehampton Institute, is certain that something is wrong in the world of teacher education. What is more, he is prepared to do something about it. Responsible for the initial training intake of some 200 BEd students a year across the nursery, primary and secondary age range in Roehampton's four component colleges (Digby Stuart, Fivhebel, Southlands, Whitelands) Dr Shipman is brutal in his analysis.

Much of the difficulty, he thinks, is a consequence of the distance between theory and practice. Lecturer and teacher, seminar session and classroom practice. "We are a redundant lot really. We are 20 years away from the classroom. Yet here at Roehampton we are more fortunate than many other places. We have more people who have had primary school experience."

This view has led Dr Shipman to examine closely the elements central to any success in teacher training. Somehow or other the three component parts had to be fused into a coherent unit. Schools and teacher training institutions should each play a distinct but shared role in the professional development of students.

"The classroom should come into Roehampton" - and this, by implication, takes Roehampton into the classroom.

The way in which this is being realized at Roehampton is simple but realistic at a time of financial restraint - £400,000 has been cut from the budget in the current academic year. But the Shipman recipe is not just appealing because it can be made to make financial sense. It seemed to me to be based upon a real understanding of the needs of both the students and the teaching profession.

The Institute's four colleges have a long tradition of teacher training and have, over the years, built up strong links with the schools in their area, a broad sweep of SW and SE London. These schools cope with children living in pockets of urban decay as well as those coming from the neat, semi-detached outer suburbs. So it is an area rich in schools of great variety and an area rich in teachers - probably, says Dr Shipman, some 50,000 within a half hour's travel. This availability of teachers plays an important part in his programme.

Roehampton's qualifications are validated by the University of Surrey whose approach, according to Dr Shipman, "is relaxed and sensitive". Students taking the BEd degree spend the bulk of their first two years on their chosen academic discipline, although a three hours per week, professional component is also built in to ensure that students are kept aware that they will eventually work with children. The final two years are "solidly professional" embracing teaching practice, curriculum study and child development.

This framework allows the Institute to draw upon the considerable expertise which is to be found in the local teaching force and, because travel is not difficult, for the college to move in and out of these schools. This interrelationship is a central component of Dr Shipman's strategy.

When a person is appointed to college he has a job for life. The experience brought into college from school is only relevant for a couple of years. After that it ceases to be recent. As Marten Shipman observes, "It is a very serious criticism of teacher education that we have allowed this to happen." Therefore, he argues, "we need to

concentrate particularly on movement in the other direction. That is, getting the serving teachers into here."

The fall in pupil numbers and the resulting contraction in teacher training has created a situation which can be exploited. Many of today's teachers are extremely well qualified. Yet they are trapped. Falling rolls have limited promotion prospects. The avenues of advance through college of education are closed. "So why not use them to assist in teacher training? They have academic qualifications, first hand classroom experience and a perception of the contemporary child."

The idea is that those working outside the Institute's walls should provide people to service important parts of its professional courses. But it's one thing to have a novel idea: it's quite another to implement it. How do teachers view the prospect of such cooperation - and how can such a programme be paid for?



Marten Shipman: 'Teachers don't have the mobility I had as a young teacher'

The financial difficulties have been resolved quite simply. Six full time lectureships have been left vacant. "Let's assume," he says, "that this gives us £50,000. With it we will hire teachers in a variety of ways. Next year we will have one teacher on a two year contract and another on a one year contract, seconded, full time, by their authority. These two people will simply replace members of staff whose posts have not been filled. They are being recruited because they have particular skills to offer - for example, in language, child development, early years of schooling, classroom management."

"We are having an ILTA headteacher work here for six hours a week and are employing about 10 other teachers for three hours a week. We hope that their commitment to us will span two academic years. If the work is done in the evening we pay the teachers directly. If it is in school time we recompense the local authority for the cost - and so indirectly meet the salary of the teachers' replacement."

This is not just to the benefit of Roehampton,

"though we may discover a new talent and be tempted to steal a teacher from a school". The experience of teaching students gives a new dimension to the teacher's own professional development, particularly at a time when local authorities have less to spend on INSET.

"In a way, we're helping the I.e.s.s with staff development. Teachers don't have the mobility I had as a young teacher. Moving into an Institute like this gives valuable experience outside school. We help I.e.s.s by updating their staff. That's valuable to the local authority."

The redeployment of resources - to pay for part time teachers - means college lecturers have to carry a heavier work load and it has proved difficult to release them into schools.

Dr Shipman refuses to lay down a hard and fast plan for the integration of college into school. "They won't all go in for one day a week. There is to be a straight exchange between a teacher and a lecturer. In other cases, it will be a one way movement by our staff." Not even this will follow a common pattern, for one lecturer is to spend a whole term in school. "Of a staff of 50, eight will be in school next term. That's the most we can afford without jeopardizing the courses here."

I wondered how far this programme could be extended. The reply was unequivocal. "Ideally, to have 20 established staff and spend £300,000 on buying in. However, that would be a great strain on those who were full time. They would have to organize the courses, plan, produce syllabuses, plus timetable the part timers. It would produce a new career structure for our lecturers. However, my colleagues are not over-enthusiastic about the idea - and it would take a long time to implement."

The aim is "an initial preparation for teaching that blends theory and practice in courses that are coherent and intellectually stretching." That depends, for success, upon the goodwill and support of the I.e.s.s and schools. To establish firm links, tutors are being allocated to groups of schools so that staff come to know "their tutor" well. "The schools help us. We help the schools. Ideally as we get more and more teachers involved in the work we do, the BEd will be based even more firmly upon school experience. The professional development of future teachers could then take place in the classroom."

The Roehampton PGCE course is already largely school based, with two days a week throughout the course spent in the classroom. This means that there is less need to "buy in" teachers, though this will be done whenever it seems appropriate.

The reshaping of teacher training at Roehampton has much to commend it: a group of lecturers willing to experiment, teachers who are anxious to cooperate, supportive local authorities and a large number of neighbourhood schools on which to draw.

But the path of education is littered with good ideas which never quite succeeded. How could they ensure this was not just another dream?

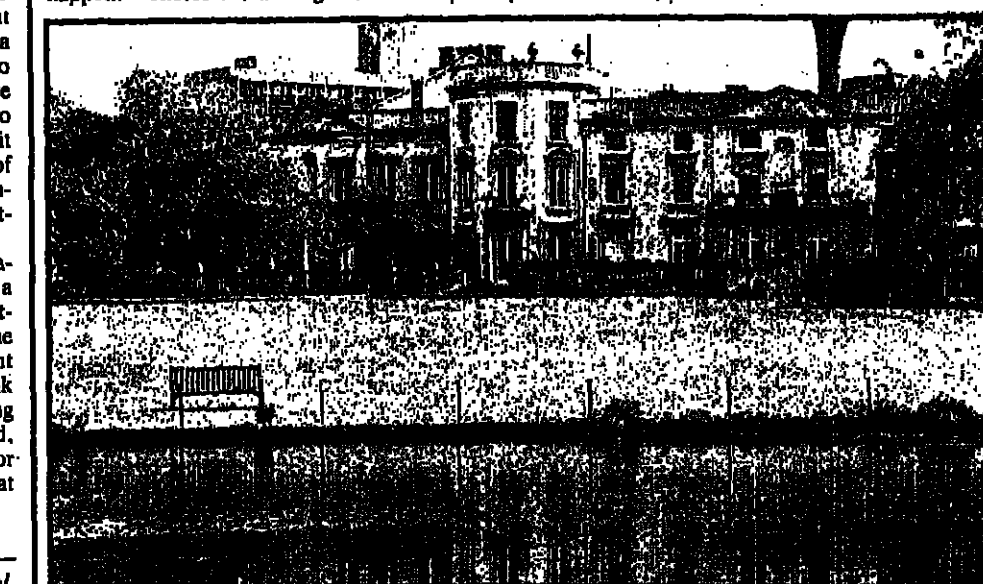
"On the BEd degree we have monitoring arrangements. The chairman and secretary of the team responsible for doing this are drawn from outside the School of Education. Students are interviewed throughout the year and across the year groups. If difficulties emerge we are in a position to adjust courses accordingly. Remember we do have regular contact with the people we buy in. They are known to the staff. There is also a lot of checking throughout the course - and since lecturers have responsibility for the pastoral care of students, we'd hear of difficulties through that channel."

The school-based PGCE work is being evaluated by Paul Hirst of Cambridge. "There is an internal evaluation scheme as well... which should pick up students who are failing."

Of his colleagues he says, "Obviously some people here are madly enthusiastic; some less so. Perhaps some haven't even noticed that I've arrived. And we haven't gone very far. What I have done is to accelerate and develop innovations in teacher education which were already here. I have made available the resources that are needed."

"I wouldn't be in teacher education if I couldn't move in this direction. I just don't think that teacher education could have survived contracting institutions for very much longer. It's got to break out and collaborate with the teaching force."

Henry Pluckrose is head of Prior Weston primary school in inner London and at present on a year's secondment at Avery Hill College.



Froebel Institute: strong links with local schools

That's the way the money goes

Garth Freeman describes a fairer way to distribute school funds.

each succeeding year's allowances, it would not, in a time of diminishing capitation, provide each department with enough money, but at least the cuts would fall equally heavily on everyone.

He designed a questionnaire which, when issued to all departments, first of all required them to conduct a survey of all textbooks in use with pupils and to calculate the total value of these.

Its second section concerned itself with estimating the annual cost of maintaining this stock of textbooks. An assumption had to be made about the average life of a textbook and estimates, when they came in, varied considerably from department to department. What was also noticeable was that books in some subjects were markedly more expensive than in others.

Next the questionnaire asked for an estimate of the cost of consumables and equipment and again this varied considerably from one department to another - as you would expect. The easiest way for a head of department to arrive at a realistic figure was, of course, to look at expenditure in this area over the preceding year. An element had to be built in for the maintenance of existing equipment and an assessment made of the requisite stock level of consumables for the

forthcoming year. Obviously if you were running short of test tubes or graph paper, paint or metal this year, you would need to increase your order for next year. In addition you needed to build in an annual inflation increase and in some areas of spending heads of department recognized that the cost of items they were involved in buying was going up by more than the predicted general inflation level.

The school office continued to be responsible for purchasing all stationery, exercise books, pens, rubbers and rulers for use by departments and we soon realized that the cost of some large items could not be borne by the smaller departments who required them and so it was agreed that these should be purchased from the central or non-departmental part of the overall capitation allowance. Departments were asked to plan their requests for these items over a five year period and the decision about which particular requests were to be met from the "Large Item Fund", for which just over six per cent of the total available figure was set aside, was again to be made collectively.

Something else that I and the secretary realized was that by duplicating paper was purchased by the school office, it would theoretically be possible for a department that used a large number of its own worksheets to relieve pressure on its own allowance. Many schools charge each department for its photocopying and some, I believe, in order to prevent a run on the central stock of duplicating paper, award each department an annual stationery allowance based on the previous year's spending or simply the amount of money generally available. So far we have not yet resorted to either of these measures as spending on paper seems to balance out reasonably fairly between departments, but it is something we may have to consider if departments increasingly abandon textbooks in favour of worksheets.

The final element in the questionnaire dealt with the actual number of pupils taught by the department and the number of different courses it offered. In cases such as music, this produced a figure much lower than the school's total roll as, although all pupils are taught music in the first three years, comparatively few follow the subject as a fourth and fifth year examination subject. An umbrella subject such as science can, however, be involved in five or six option courses at fourth and fifth year level. Subjects like computer studies, which is very expensive to equip, may only exist as a senior school option and therefore its "unit

At this time of year head teachers must be wrestling with the problem of how to share out their capitation allowances among the various departments, a task made no less easy by the fact that in the present economic climate there simply is not enough money to go round and everyone has got to make do with less.

To avoid the furtiveness, allegations of favouritism and ill-feeling that this can lead to, I determined in my own school that heads of department should be fully aware of the global sum available and the amount that each department was to be given from it. If nothing else, I felt that this would make them aware of the pressures on a head in having to choose between the different demands being made on capitation.

I had seen, as a deputy, a pattern of quite incomprehensible allowances - granted as if they were covered by the Official Secrets Act. Therefore for some time in my present school I tried to establish a balance between departments and general expenditure that was as fair a distribution as could be arrived at collectively.

To be honest, I do not think we achieved much more than everyone at least feeling that they now knew what was going on until an idea floated out at a curriculum committee meeting was taken up in earnest by the head of science.

The idea was simply that it ought to be possible to arrive at a comparable "unit cost per pupil" for every subject taught in the school. It should not, he felt, be beyond our ability to devise a logical method of determining such a figure which would take into account all the affecting factors affecting departmental spending. When used to decide

BOOKS IN CLASS

Facing facts



Communicating in Society. By Sid Griffin and Jo Salt. Cambridge University Press £3.25. 0 521 27320 X. Understanding Evidence. By Peter North. Longman £3.95. 0 582 34115 9. Questions for Society 2. By Peter Mullen and Martin Pitts. Edward Arnold £1.95. 0 7131 7323 8. Socialist Alternatives. By John Turner. Longman £1.75. 0 582 22070 X. Working It Out. By Bill Lyons and David Williams. Macmillan Education £2.50. 0 333 37085 6. Marriage. By John L. Foster. Edward Arnold £1.20. 0 7131 0923 8.

The problem with many course books for personal, social and careers education is that they only half fit the requirements of the teachers and lecturers concerned. It is therefore often necessary to obtain material from a variety of sources. This can be expensive, particularly when books are only half used.

Communicating in Society fits this category. It is designed in 10 sections to be used as either a self-contained course or as resource material. Symbols are used throughout to indicate suggestions for certain activities or to

identify the kind of material available. The idea behind the book is a good one, that of helping students at 15-plus face their problems as individuals in society and to learn the skills of oral and written communication by looking at topical subject areas. The sections on relationships, industrial relations and the media would provide the basis for interesting assignments and tasks. However, the treatment of issues such as a multicultural society and alcohol and drugs is inadequate. To plunge immediately into multiculturalism by considering an Asian arranged marriage and the 1976 Race Relations Act is to beg too many questions and to assume a degree of knowledge that many students will not possess and in itself is a rather stereotyped way of starting off such a sensitive and all too easily polarized issue. Similarly, the section on drugs does not delve enough into contemporary youth culture and to include a Rolling Stones record extract is to place the issue of drugs in a much abused Sixties aura. Selective use of this book will be required.

Questions for Society 2 takes a number of moral issues regularly presented in the media. By adopting a comic strip format the authors pose moral problems that students might be encouraged to think about and discuss. Issues such as law and order, war, drugs, sports, examinations and sex are considered with tasks and questions listed after each theme. Interestingly, the controversial subjects of video nasties and private medicine are treated as important moral problems. This book, which carefully balances the different arguments, could be used for effective discussion and debate with the 14 to 17 age range.

Peter North's *Understanding Evidence* contains enough short extracts,

60 in total, to provide assignments for a complete two-year sociology course at either O or A level. The extracts are taken from a wide variety of books and articles from Paul Willis's *Learning to Labour* to Anne Oakley's *The Sociology of Housework* and Robert Robert's *The Classic Shum*. A useful book. *Socialist Alternatives*, included in the familiar Longman Social Science Studies list, assesses the different concepts and traditions of socialism. It is simply written but does not fall into the trap of being so general as to be meaningless. John Turner looks at the basic ideas of socialism and its origins through the three different strands of Robert Owen, Marx and G.D.H. Cole. He then compares the Soviet Union with the USA and analyses the social democratic alternatives of Britain and Sweden and capitalism and socialism in the Third World. *Socialist Alternatives* would be an ideal introduction for students following history, social science or general studies courses.

Working It Out is based on the BBC Schools Television series *Going to Work*. Five plays dealing with family and friends, interviews, coping with unemployment and money management attempt to help young people consider situations which are soon to become their personal experiences. The follow-up activities highlight the real-life issues and allow for the non-drama specialist to use these lively plays successfully.

Finally, *Marriage*, in the excellent Checkpoint series, comprehensively surveys the attitudes towards marriage customs and different ceremonies, how attitudes have changed, the issue of one parent families and the alternatives to marriage. A good buy indeed.

Richard Evans

Getting the message

Cultural Studies in Schools. ILEA Cockpit Arts Workshop Annex, Princeton Street, London WC1. £1.00 plus postage.

"The younger pupils carry bags, the older ones carry notions, travel light." This snapshot of the unofficial culture of the school, with all the implications we can read into it, comes from a description of aspects of the way the school environment is actually used by the pupils, instantly recognisable, but not seen as important.

The authors of this pamphlet, the Cultural Studies Department of one of the ILEA's outposts, are seen from school as teachers of photography, but see themselves as the carriers of a wider message who happen to use that medium as an educational tool.

One section presents the arguments for photography itself. The pamphlet is a popular activity and is one of the commodities of consumer society ("the hardware is as fetishised

as anything in our culture, cars, sport equipment, clothes"). Any shopping centre confirms this, and vast numbers of children are given cameras, though few get any instruction in the uses to which they can be put. It is continuously available, mobile and relatively inexpensive. It is the key to all modern photographic processes, and in relation to style, which means so much to the young, it is "what in the sphere of high culture, the painting is to individual sensibility."

But this is almost incidental to the authors' perceptions of their own role, which is to tackle a vital awkward question of education. Why do so large a proportion of adolescents reject, actively or passively, the process of compulsory schooling. Can the culture of the young contribute to their self-education as an alternative to the "new vocationalism" of schooling for the dole?

Colin Ward

BETTER SCHOOLS

This White Paper published on March 26 which includes proposals for legislation - on school governing bodies and in-service training and some final decisions in other areas such as AS levels - was summarized in The Times Educational Supplement on March 29.

Reprints of this summary are available price 25p each (cheques/postal orders made payable to The Times Supplements) from:

Lesley Griffiths, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

The price includes 2nd class postage but not Red Star or hand delivery.

Making money



An Introduction to Monetary Economics. By P.G.A. Howells and K. Bain. Longman £4.75. 0 582 29663 3.

The authors of this book, who both teach at North East London Polytechnic, have aimed to write a book for "those studying economics at A level, at first year undergraduate level, and at the intermediate level required by professional examinations...". It is best judged by how satisfactory it is for the first of these groups, as it is clearly too elementary for the second, and while perhaps useful introductory reading for the third group, that group would certainly need to proceed to a more analytical and factually detailed text.

How useful is it, then, for A level students? The authors write clearly,

and deal very well with the "accounting" side of monetary economics - how cheques are not money, but a means of transferring it, how banks create money, and how banking society accounts differ from bank accounts, are all dealt with clearly; and chapter three, on monetary deficits and the balance sheet aspects of cheques in the money stock, is really excellent. The subsequent chapter is also clearly written, but the detail on monetary control since 1981 is certainly excessive relative to that on other subjects, given the market at which this book is aimed.

This book, then, has several good points. It also has major weaknesses. These are not numerous, but they are important, in that they are the kind of weaknesses which indicate not just facts - easily dealt with - but bad habits of thought. The authors write as if a pretable velocity of circulation of money is the same as a constant one - it is not, and the analytical and policy implications of each are rather different. There is a tendency - distressingly common in British economics - to attempt to settle by conjecture what can only be settled by applied research - the discussion of what assets are close substitutes for money exemplifies this.

Geoffrey E Wood

Cutting the cost

Controlling the Economic Future. By Michael Stewart. Wheatsheaf £5.95. 0 7108 0187 4.

The subtitle "Policy Dilemmas in a Shrinking World" indicates Stewart's view that governments make macroeconomic decisions myopically, with negligible regard for their effects on other countries. His thesis is that because interdependence has grown, the policies of the major industrial countries have worldwide implications. Moreover, the world environmental effects of economic decision-making are becoming increasingly serious.

Stewart argues that macroeconomic policies which take no account of effects on other countries engender a deflationary bias in the working of the world economy as a whole, a bias which has been intensified by an inappropriate hostility to budget deficits.

Stewart's sharpest invective, reminiscent of Kaldor in its polemical thrust, is reserved for British fiscal policy in 1981-82, which he castigates as "a gratuitously foolish kind of vicious circle".

The author berates the recent sloppy

thinking which categorizes food, clothing, cars etc, that is, goods marketed by the private sector, as useful output or "wealth", but not services rendered by the public sector, such as teachers, nurses or firemen. The distinction between the private and social rates of time preference, and the reasons for differential discounting, are explained with wit and originality.

Two important chapters on energy and the environment condense major issues into a terse and convincing narrative. The gist of Stewart's argument is that the worldwide social costs of rising consumption of energy which is generated by coal or nuclear power are greater than the private costs, and that therefore governments should require more energy conservation and more research and development on renewable energy sources than would occur simply in response to rising real energy prices.

It has been argued that the fundamental weakness of Friedman and Galbraith is that one understands what they say. Stewart shares their characteristic felicity of style, and his subtle yet accessible framework of analysis should provoke a wide readership.

David J Whitehead

CHILDREN'S LITERATURE

Little India

The Turban Wallah. By Lew Webster. Oxford University Press £6.95. 0 19 271505 4.

The Turban Wallah is a tale of a Sikh teenager living in "Little India", Birmingham. Ruby, known as Ruby by his school friends and Turban Wallah by those who look upon him less favourably, is the eldest son of a working class Sikh. He is preparing for his O level exams. The natural air of anxiety and tension due to the forthcoming examinations is accentuated by the uncertainty of the future: "Most of the people who left school the previous summer, were still on the dole... to him leaving school was like running into a brick wall." Above all there is his personal problem - his infatuation with Ruby's father, an active member of the Gurudwara (Sikh Temple) Committee and his friends try to change the local authority's decision to stop with the Sunday bus service to Gurudwara. It is essential for the Sikh community as most of them use it every Sunday to

go to Gurudwara and they feel that they should have been consulted before such a decision was taken. Their attempt to change the authority's mind by signing a petition and organizing a protest march proves to be quite fruitless. During the march, Ruby's mother gets injured by some racist youth.

From grief and despair emerges the idea of self help. They decide to buy their own Sunday bus service and share the minibuses with Ruby's school.

Alongside this outer conflict is the tale of Ruby and Tara. Tara's Hindu mother does not approve of her friendship with a Sikh boy. Tara on the other hand, is a "liberated young lady" who perhaps one day will fight for her freedom. Their story ends rather abruptly - on an optimistic note for the future.

Tara assures Ruby: "One day, things will be different." But the prophecy is rather unconvincing in the light of the chain of events which precede it. The reality is that Ruby, just as unsure of his future, is still at mother's vicious attacks and Tara's mother strongly disapproves of her daughter's friendship with Ruby. Can things really be different?

The overall tone of this tale is compromising. Ruby's problems have been depicted in such a way that they appear to be smaller than life. It's a pity that the writer, though aware of the problems faced by his characters, lacks the courage and sensitivity to depict them in their true proportions.

Aruna Ajitsaria

BOOKS

Heroes, villains, and people

From Munich to the Liberation. By Jean-Pierre Azéma.

(Volume Six in The Cambridge History of Modern France) Cambridge University Press £25.00. 0 521 25237 7. £8.95. 27238 6. Dreyfus to De Gaulle: Politics and Society in France 1898-1969. By James F. McMillan.

Edward Arnold £6.95. 0 7131 6407 7. Pétain: Hero or Traitor? The Untold Story. By Herbert R. Lottman. Viking £16.95. 0 670 81017 0.

One of Sartre's most teasing instances of the intractability of moral choice is the plight of an imagined young Frenchman during the Occupation. The only son of a semi-invalid widow financially dependent on him, he ponders his paramount duty. To stay at home and look after her? Or take to the hills and the Resistance? As so often in ethical dilemma, timing is of the essence. A waiter, say, in Brest, joining - or even inaugurating - the local Resistance on Armistice Day, June 1940, was obviously laying rather more on the line than, say, a hotel-keeper in Bourges who, having smilingly supplied the needs of his German guests throughout the Occupation, suddenly found the claims of *La Patrie* reawakening in his breast on D-Day, June 1944.

Just as it seemed impossible in postwar Germany to find any adults who had not, by their own account, abominated the Nazi regime from the

very moment Hitler came to power, so it was hard in postwar France to come across any Frenchmen whose collaboration had not been of the most grudging and minimal kind. Everyone was, retrospectively at least, a resister.

Happy the land, whose citizens never have to endure the lacerations of conscience and the blurred uneasy accommodations of survival under a conquering power. Sartre best expressed these equivocations when he wrote: "I wonder if I shall be understood if I say that (the Occupation) was both intolerable and at the same time we put up with it very well."

Professor Azéma's absorbing book (ably translated by Janet Lloyd) will greatly assist readers this side of the Channel in achieving that difficult understanding. The political and moral complexity of events between Munich and the Armistice; between the establishment of the Vichy regime and the German occupation of the Free Zone; and between the Allied invasion of French North Africa and the Liberation is immense. The author's strictly chronological approach steers the reader confidently through these turbid, often squalid waters; and his judgements carry all the greater weight for being restrained and full of a sense of how facile it can be, with hindsight, to moralize over men most of whom, neither particularly vicious nor especially saintly, tried to temper the unendurably demanding circumstances with which they were confronted. Heroes there were, like Jean

Moulin; and villains, like Charles Maurras; but most Frenchmen and Frenchwomen were somewhere in between.

Also highly recommendable is Dr McMillan's delightfully stylish book. An incisive and extremely readable commentary on the 70 years from *La Belle Époque* to the disgruntled departure of De Gaulle, it crowds every part of its large canvas with colourful and telling detail, yet retains a firm grasp of overall design. Among the many topics illuminated are the difference between *dreyfusisme* and *dreyfusard*; the bizarre contradictions in the character and career of that appalling, marvellous man, Clemenceau; the shifting aims and allegiances of the Radicals; the delayed-action effect of the Great Depression; the skills of Daladier (now, like Chamberlain, being at least partially redeemed from the odium of Munich by his domestic policies); the Popular Front of 1936 and the Third Republic's exaggerated reputation for decadence; and the astonishing economic upsurge of the Fifties and Sixties. Dr McMillan ends with *les événements* of May 1968.

What began as a tiny student squall in an otherwise clear sky, and then blew up, in a matter of days, into a full-scale social and political hurricane, puzzles him as much as it mystifies other commentators on these extraordinary events. Even more baffling is the rapidity with which near-revolution died away into a fresh triumphant endorsement of the gov-

ernment at the polls. What a splendid irony that when De Gaulle, his nerve for once failing, fled to Baden-Baden in the middle of the crisis, it should have been his old Algerian adversary, General Massu, who told him to get a grip on himself and go back and face the music.

Mr Lottman is, astonishingly, the first writer to have been able to inspect all the Vichy archives, plus Pétain's personal papers. He has put his access to diligent use and produced a study that brims with fresh info. I learned a lot from it, and if I cannot quite echo the eulogies the book has won from many continental reviewers, this is largely because Mr Lottman seems unduly tentative in making judgements, writes in a rather loose and rambling fashion, and repeatedly seems to attach equal significance to pieces of evidence that are of palpably unequal weight. However, his book - like the other two - performs a signal service in demonstrating beyond peradventure that the argument that Vichy was repressive and persecutory solely because of German pressure so to be, just will not hold water. Time and again, Vichy, especially in its foul anti-semitism, went farther and faster than even its Nazi bosses demanded. Pétain was rightly condemned, his master flaw a colossal vanity, beside which even the self-esteem of Molde-gaulle seems pale and shrinking.

Martin Fagg

Land and labour

The Norfolk Landscape. By David Dymond. Hodder and Stoughton £10.95. 0 340 04332 6.

Poor Labouring Men: Rural Radicalism in Norfolk 1870-1923. By Alan Hawkins. Routledge & Kegan Paul £7.95. 0 7102 0295 4.

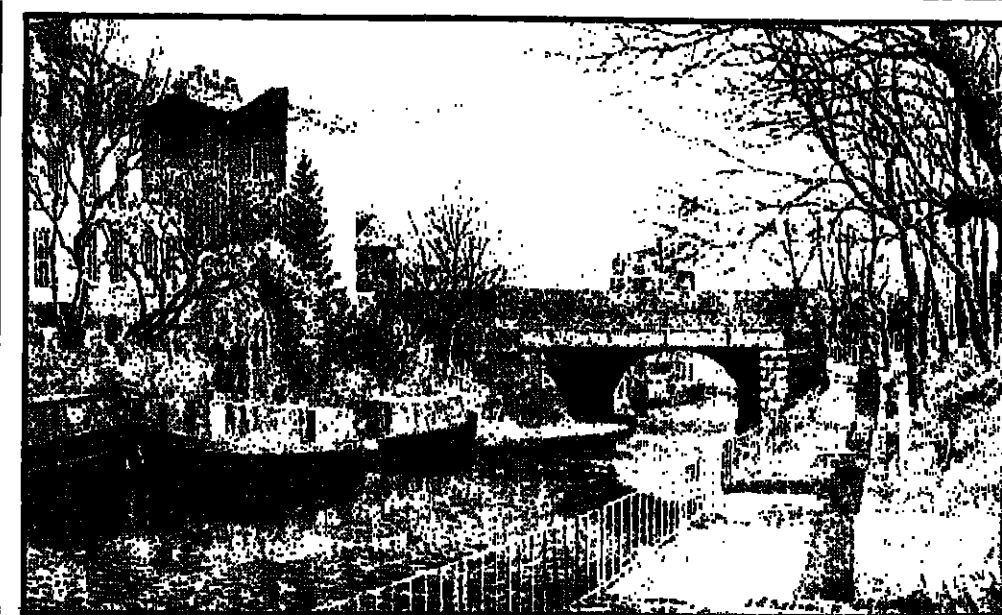
Thirty years ago, W.G. Hoskins inaugurated the series *The Making of the English Landscape* with his own book of that name which has by now attained the status of a modern classic. Hoskins looked upon landscape history as "an enlargement of consciousness, a new way of looking at familiar scenes which adds to the enjoyment of life". The nineteenth book in the series, by an authority on the relationship between archaeology and local history, has the sweep and scope that Hoskins sought in describing the inter-relationship of the land and its inhabitants. Excellent on architecture, learned on markets and fairs, the author brings the story down to the ravages of Dutch elm disease and the uprooting of 45 per cent of the county's hedges.

Ten years ago Ralph Samuels inaugurated another series, the *History Workshop* books, with his *Village Life and Labour*. Alan Hawkins, in the newest contribution, provides, like many of the other volumes, a marvellous blend of oral history with a careful unearthing of documentary material.

We have all been reminded recently of the radical tradition in Norfolk through the television dramatisation of the Burston School Strike. Tom Higdon was secretary of the local branch of the National Union of Agricultural and Allied Workers, whose history down to the great strike of 1923, is the backbone of this book. Non-labourers were quite often branch secretaries because of the high risk of victimization. He was also a Methodist lay preacher, and the "wayside Bethel" as the origin of much rural radicalism is carefully described in this book, as well as the slow shift from religion to politics and from Liberalism to Labour.

Like David Dymond's book, *Poor Labouring Men* has a remarkable collection of photographs and is written with great love and respect for these Norfolk ancestors.

Colin Ward



S.R. Badnith and the English Landscape, by Chris Beetles (Collins £10.95) is a fascinating illustrated essay on a watercolourist whose work, through such diverse channels as Puffin Books and Radio Times covers, has for decades been deeply imprinted on the national consciousness. Left, 'The Cleft at Islington'.

Enchanted woods

Forests of Britain. By Thomas Hyde Gollancz £10.95. 0 575 03506 4.

William Cowper, regretting the loss of the "whispering sound of the cool colomade" when his admired poplars were felled, would have revelled in this exhaustive study of Britain's remaining forests, now fiercely defended against increasing urbanization.

From prehistoric times woodland history has been a tale of decline, with Romans and Saxons following the Celts in clearing many areas of our original woodland for agriculture, fuel and timber. Hunting, as under the Normans, when one quarter of the country was royal forest, and national emergencies such as the Napoleonic Wars, when 1,000 oaks were needed to build the "Victory", led to sporadic revivals in the importance of forests but did not reverse the trend. Medieval forests, ruthlessly administered by Wardens and Foresters, of whom the Chief was one of the most powerful men in the land, were places to be feared, or braved by poachers, risking life or limb to capture deer or boar.

Today's forests, many controlled by National Park Authorities, by the Forestry Commission and a variety of 'Trusts', present a different picture and are analysed according to age, wood, detailed historical and ecological background.

Forests have indeed played a large part in our national story. The Iron industry in Ashdown Forest produced cannon and cast iron bars until the 17th century, and the acorns planted in the 16th century in the New Forest produced the oaks which had to be 100 years old before being used to build warships. How many of the 6,000,000 yearly visitors to the New Forest, as they avoid some of its 3,500 grazing ponies, know that but for the Commissioners' insistence on their rights, they would be trespassers, as were smugglers and squatters in the 18th and 19th centuries? Insistence on rights, this time by Free Miners, has led to the preservation of the Forest of Dean, that "ancient and foreign country", where 11 coal mines are still working.

Sherwood with its legends, Epping with its black deer, Exmoor with its red, are but some of the many fascinating forests described in this book, bringing us right up to date with Kleider, the largest man-made forest in Europe. Here, learning from past experience, the Forestry Commission is confounding its critics by planting a mix of trees, rather than serious ranks of conifers, to improve amenity and provide a more suitable environment for animals and birds.

Eric Church

Uneasy lies the head...

The Training of Secondary School Heads in Western Europe. By John Buckley for the Council of Europe. NFER - Nelson £9.95. 0 7005 0691 8.

This is a splendidly reassuring book. It is not just heads in London, or even England, who feel beleaguered; their problems are common throughout Western Europe. It was a Belgian who said "the head is often the symbol of rejected values and a lonely person", a Dane who talked of "the constantly increasing demands of local and central authorities" and an Irishman who said his first post-holiday objective was to replace broken windows.

A head's working life is just like that of many other managers; "events impinge upon another and interruptions are in turn interrupted". Lyons found that they had to deal with an average of 40 unanticipated events a week. And there are other major issues: teachers, parents and pupils must be consulted; schools must answer to their local community, new thinking absorbed.

What training do heads need to meet these challenges? Buckley emphasizes the importance of learning to manage oneself, people, the curriculum, resources, the organization, change and development, external relations, leadership, and knowledge of law. His book describes how France, Sweden,

Revolution and War in Spain 1931-1939. Edited by Paul Preston. Methuen £6.95. 0 416 34970 6. £6.95. 34970 6.

The Civil War in Spain has, until recently, been presented as a classic instance of goodies versus baddies. This simplified account of the struggle admirably served the purposes of those purveying it, whether of the Right or the Left. It has, however, scarcely any relation to actuality. Even to think of the struggle as "The Spanish Civil War" is already an error, since the notion of the peninsula as one country, Spain, and its people as in the first instance "Spanish", is one that then was, and still is, not wholeheartedly supported by those who consider themselves first as Basques, Catalans, and so on.

The great merit of this interesting and well-documented series of essays is to make clear that the issues were far more complex, especially on the Republican side, than has been allowed.

Except when differing groups on both sides found it expedient to make common cause, there was no unified goal or policy. It was naturally easier to find common ground on the rebel side, where what was in question was the defence of property, privilege and Church, matters which, differences granted, none the less lent themselves to broad agreement on essentials at critical moments. Not so on the Republican. Here, not only were matters bedevilled by demands for autonomy, but also by doctrinal difficulties among the several factions and groups of the Left and Centre. A unified policy was impossible, even on decisive questions, such as the military conduct of the war.

Involvement by foreign powers on both sides also produced difficulties. France here once more had the better bargain, since his victory fitted in with Hitler's global plans; whereas for Moscow, the defeat of anti-Stalinist parties was of greater consequence than the overthrowing of the rebels.

These issues are not the last word. Clearly, some questions that hinge largely on interpretation may remain for ever in dispute; and fresh knowledge may invalidate conclusions presently arrived at. This notwithstanding, anyone having read this volume will have a clearer understanding of what was at stake and what took place. To have made this possible is a considerable achievement.

Pierre Watter

England, the Netherlands, and Norway have responded to these needs. Among many examples, the Académie de Dijon has suggested provocatively that a group of course members between them know 90 per cent of what they need to know; the problem is to draw it out. Training heads is a complex task, and it is hardly surprising that little progress has been made so far in measuring the effectiveness of training programmes.

In England several related strands are beginning to come together: analysis of the head's job, the importance of leadership, the importance of selection, the problems of settling in, approaches to institutional development, and the need to coordinate our diverse approaches to training. There are the makings here of a framework for training, selection, and induction. That cannot be bad.

Buckley poses one dilemma. Most schools, he says, are being run for today, a number for yesterday; some for tomorrow, and very few for the day after tomorrow. How can we be imaginative enough, or bold enough, to begin training heads for the day after tomorrow?

One of the Dijon Académie's aims is "to raise the level of confidence but maintain a level of disquiet." By that measure Buckley has done well.

Margaret Mann

Exclusive

Coded and loaded

Newspapers manipulating the young

RAG PROBE

Jessica Saraga investigates liaison between newspaper management and schools

They used to put it under the line, and line their drawers with it. Today's corkboards and spongers don't need it, and drawers - even the insides - now come with smooth veneer finishes. All we do now, apart from read it, is wrap chips in it. So much the worse for posterity, which won't, like us, come across old newspaper to delight and instruct it.

There's no doubt that as historical sources, newspapers and journals are some of the most illuminating you can get, as the current spate of facsimiles for the VE Day anniversary has demonstrated: the sense of immediacy of people hovering on the brink of history with no inkling of what it will hold, is quite unique.

What other use do teachers make of this very readily accessible resource? The two media resources officers I spoke to didn't enthuse particularly about the use of newspapers. One thought that they were on the way out anyway, and saw little point in encouraging critical approaches to something which the majority of kids won't be reading much in future life. But journals are widely used for reference in schools where there are sufficient funds to subscribe to a range of them. But newspaper management seem to watch all this from the sidelines, if they're aware of it at all. While the consensus seems to be the more copies the better, none of them has a policy for any kind of liaison with schools, and active encouragement by discount schemes is for most an economic non-runner. The Times had a famous half-price scheme for those in full-time education until the recent take-over, when it was rationalized out of existence. It couldn't be computerized, it had too many people working on it, and there was no way of costing it in terms of future readership. Since it was stopped, circulation has risen by half a million. This commercial approach is echoed by The Telegraph: "That kind of thing gets out of hand".

Two honourable exceptions here - but then they're catering for a more specialized market - are the Financial Times and The Economist. The Economist operates a Schools' Bulk Scheme, offering a 45 per cent discount on five or more copies. They think it well worth while, though

they'd have to reconsider if ever VAT were charged on newsprint. They regard their articles as prime reading for students of economics, in school as anywhere else. It's a valuable insight into the real world, too, as The Economist is not written for students but for everyone interested in - and some actually operating - the economy. And of course, it's highly topical.

Most of this applies to the study of politics too, particularly at A level. Where else can you get within days an analysis of the shire county elections, for instance, or up-to-the-minute coverage of parliament?

There is a catch, of course, which prevents teachers doing the job they'd like to do. It's illegal to photocopy newspaper. You wonder how widely it's appreciated that in the copyright conflict the alternative to photocopying is not buying more copies of the material, but not using the material at all.

Is there any point in protecting copyright so rigidly if it's at the price of being read? Of course we see your point of view, say the papers, guardedly. But we hope you see ours, too. Well, maybe we do. Meanwhile, in an area where newspapers could be a fantastic resource, they're under-used.

So it's probably in English or Media Studies, where topicality, though often desirable, is not quite so vital, that newspapers are most employed. Newspapers use language in a very special way, and with total circulation figures of the mainstream dailies reaching 15 million, there are still an awful lot of people getting at least a look at one of them now and again.

Newspaper language is designed to make an impact and to influence ways of thinking. It therefore tends to be condensed and simplified, coded and loaded. Everything tends to be reduced to the stereotypical bottom line, all descriptions to be superficial ones, with hair and age being apparently the most salient feature of any individual. Women can be blonde or brunette, glamorous, attractive, fun-loving or even vicious, but never kind, efficient, Disagreements are rows, investigations are probes, reprimands are raps, and verbs more or less disappear, so if someone gets into trouble about an investigation into a disagreement, it's a

row probe rap. Where verbs do appear they tend to be infinitives ("Army to get more cash") or in the passive voice ("missiles hurled"), which conveniently avoids specifying the agent. And then there is the subtle pressure exerted by choice of language along the classic "guerrilla/freedom fighter" lines. Assets are sold if you approve, or sold off if you don't; social security payments are benefits if you like the welfare state, hand-outs if you don't; scientists who are thought to be getting above themselves or out of touch with reality become biffins; Arthur Scargill is knocked senseless in the Sun, dazed and confused in the Daily Star, and obviously concussed in the Guardian.

There is a ready-made loaded code-word to discredit or dispraise virtually anything. Anyone can play this game, any huck on any rag, though of course some journalists and newspapers are more responsible than others.

The reason this is such a vital area for study is because if people are being manipulated they need a chance to become sufficiently aware of it to resist. The mainstream press operates as an organ of the establishment, and the pressure it exerts is towards law and order and the status quo.

Schools tend to be establishment organs too, mirroring society in their hierarchical organization, but because the education they purvey has ideals of truth and honesty, there is also an attempt to teach critical attitudes and resistance to pressure. Looking at what's not in the newspapers, at the relative lengths of coverage, at the relationships between words and pictures, and at advertising, is instructive too. And it's vital to realize that the language of newspapers, though pervasive, is only one of many kinds of language, and only suitable for very limited purposes. Thought and feeling need language if they're to be expressed; complex feeling and sophisticated thinking need complex and sophisticated language. The stereotypical shorthand of the tabloids simply will not do for accurate descriptions of real life, ordinary people and complicated states of mind. Anyone who can only command this type of language will be short of a vital tool, and it's up to (tabloidspeak down to) teachers to help supply the deficiency.

briefings

radio & tv

Open University

PHYSICAL CHEMISTRY (Saturday, 9.20 BBC2)

This programme charts the research and development of the catalyst for CI's Low Pressure Methanol Process. There is a description of the original research and a demonstration of the analytical techniques used today.

THE EARTH'S PHYSICAL RESOURCES (Tuesday, 12.05 BBC2)

"Pine Point: From Ore to Metal" shows the complex planning and operations involved to extract the maximum quantity of economic ore from a large open pit in Canada.

THE PLOUGH AND THE HOE (Tuesday, 24.00 BBC2)

What was "The Green Revolution"? How has life changed in the villages of the Punjab since the arrival of tractors, irrigation and new farming techniques? This programme explores the actual effects of agricultural progress.

INTERFERON: THE FIRST FOUR MINUTE MILE (Thursday, 12.15 BBC2)

Details of the work of Professor Charles Weissmann in the field of bulk production of interferon. His discovery, as exciting as the first four-minute mile, has led to clinical trials in the use of interferon to combat cancer.

Continuing education and general interest

A QUESTION OF ECONOMICS (Sunday, 14.00 C4)

What should be done about the unions? This programme looks at the position of the unions in post-war Britain, some of the attempts to involve unions in longer-term decision-making and some recent legislation.

A MIDSUMMER NIGHT'S DREAM (Sunday, 14.30 C4)

Peter Hall's Glyndebourne production of Benjamin Britten's opera with James Bowman as Oberon, Ileana Cotrubas as Titania and Curt Appling as Bottom.

ABOUT TIME (Wednesday, 21.00 C4)

A round-the-year look at festivals and holy days. How did holidays get turned into holidays and spawn the mass exodus from Luton Airport?

RECOVERY

(Thursday, 19.45 BBC2) Brian Redhead's travels take him to the banks of the Manchester Ship Canal, where he finds the TI New World Cooker factory and talks to management and workforce about their recipe for success.

THE LEARNING MACHINE

(Thursday, 11.15 BBC1) Tim O'Shea presents the last in this series which questions the claims made for the teaching potential of computers. "Intelligent Pats" looks at the implications for education of the development of Artificial Intelligence programs.

DIY

cliffhangers

Nick Cottam listens to an English series for aspiring young writers

SCHOOL RADIO

Listen
Radio 4 VHF
Fridays 2.40 pm.

"Listen, there's this radio series... No, it's not the TV. You don't get pictures on the radio, stupid. Anyway, our class helped to write the last episode... No, honest, listen a minute. We heard it on a Friday afternoon... Yeah, in Miss Baxter's English lesson. You had to listen all the time; no mucking about and that. But it was worth it, because afterwards we made up our own ideas for the next bit of the story and Miss sent them into the BBC. I'm not joking, honest... This lady read our names out on the radio and they even used some of our ideas. It was great."

Fictional conversation or actual response to this, the third term of the BBC's radio adventure series, Listen? Actually it's a mixture of both; fiction gleaned from recorded evidence, you might say. As for the series, yes, it is "great", both in its aim of encouraging

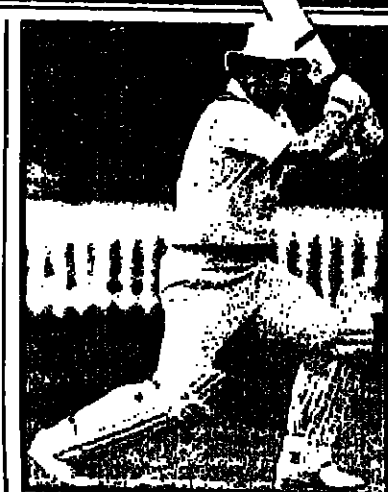
children to listen to sounds, using their own internal "video" to make the pictures, and in its provocative execution, which, as Miss Baxter's young charge conveyed, demands a creative response from the children.

After the Autumn Journey through Badliedremp, followed by a Spring Term down-to-the-sea drama, "Armada Rock", the action has now moved inland, suspended between the everyday reality of three children and the spiritual half-world stumbled across through the speaker of a decidedly man-made CB radio. "You wanted adventures that were a mixture of reality and strange worlds with mysterious events," revealed one chirpy young presenter at the beginning of term, and that's what they got, an excitingly refurbished version of the predictable "known and unknown, real and imagined" which makes up life for the average (10-year-old) these days.

The series, like life, has no official title and as yet, no ending. It is simply billed as a "decide-it-yourself cliffhanger", and visits to Radio 4 territory primary schools have come up with a

number of suggested adventure story ingredients, from holes in the road, old houses and graveyards to that central CB radio and, from one forward-looking youngster, "doors, tunnels and openings that lead into strange worlds". From (reckless) child-
ren's listening abilities - with a number of thoughtful school-based follow-up projects - over the first two terms, the series has progressed to encourage weekly contributions towards the unwritten episode ahead. Those listening to today's episode will actually hear their contemporaries reading out their own creations on the air.

The series, to be repeated next Spring, has so far been well balanced, wide ranging and laudable in its attempt to combat the increasing and often stultifying influence of television and video in the home. It remains to be seen whether the BBC has succeeded in creating a whole new generation of Archers listeners, but they have made an important contribution to some primary school curricula, and in doing so have helped the imaginative, interpretative and spiritual development of the pupil.



The game's the thing

SCHOOL RADIO
Talk in a Sports Star
Radio 4 VHF
Thursdays 10.25 am.

The BBC's new phone-in for primary schools is part of this year's Sports Council initiative. "Ever Thought of Sport?" Most of the sports taught in primary schools are covered: gymnastics, cricket, athletics, swimming, tennis, basketball, table tennis and netball. Oddly enough soccer is not included, presumably because it gets enough coverage anyhow. The phone-in format relies on the genial hosting of Ron Pickering and, in the case of cricket, Brian Johnston: the self-conscious self-absorption of the guest sports star; and sensible comments from the national coaches of the chosen sport.

One shrewd little lassie from Lancashire asked Natalie Davis, British gymnastics champion, what it felt like to beat a friend and if you could still remain close friends afterwards. No surprises, the precociously sophisticated Miss Davis gave a reassuring YES, adding that she had recently beaten her best friend with no hard feelings.

To judge from these first two programmes, problems of sportsmanship loom large in children's minds: how does it feel to win? and how does it feel to lose? being recurring questions. Predictably, the Crans' (the thing was the reply most favoured by the coaches while the players tended more to stress the need for competitive spirit, Mike Gating, being gently guided through cricket questions by the inebriated Brian Johnston ("Jonners") admitted that it was important to win.

Apart from these burning issues of morale, and the more gormless queries ("How does it feel to be on telly, Natalie?"), several good points have been raised. The difference between just tumbling and artistic gymnastics, the suitable age for beginning gym training, how to link a beam routine - all these were well answered in the gymnastics programme. How to train for the cricket season, the history of the Ashes and encouragement for women's cricket ("Get the boys to let you have a go") enlivened the cricket programme. Sadly, sports stars are not always the most felicitous in expression: watch out for Paul Simpson in the basketball programme telling us "there's a little player in Scotland called Orton Bird, he's only 5ft 8in and he's fully grown" - but then, Nietzsche was a sort-sized dwarf.

Robin Buss

Victoria Neumark

Romance of steam

Lossing Track
Channel 4
Wednesdays 8.00 pm.

Kerry Hamilton's 10-part series (directed by Margaret Dickinson) begins with the romance of steam. There are reminders of the heroic feats of engineering and the bold entrepreneurs, archive film of the splendid locomotives powering their way through the countryside, interviews with drivers and firemen who participated in that golden age of transport. It's all there; just remember to keep the volume down if that part of the story is what you want.

What the train-spotter never saw was the bureaucracy, the exploitation, the lack of job security and the military

discipline imposed on railway workers; the speculation, uncontrolled and sometimes dangerous competition between rival companies; and most of all the absence of any coherent policy on the growth and development of public transport. Far from providing extensions and cheap travel for everyone, the network of railways created from 1830 onwards catered chiefly for the rich, or at least for the prosperous middle class.

Eventually, the companies were obliged to run early and late workmen's trains, but it was a long time before rail travel became available to the majority of the population - and not long after that before the government, with its usual inability to make up its mind about the purpose of public transport, brought in Dr Beeching to

amputate the system. The historical evidence presented in the first two parts of this series gives a sober, but seldom reassuring account of the railways up to nationalization. *Laissez-faire* and free enterprise did not make for rational and economic solutions, they led to muddle and confusion. Exciting new technologies do not always come with instructions on the best way to make use of them.

The best thing about steam railways is the charm they acquired as they declined into obsolescence. The charm, of railways and later of trams, buses and traffic jams, is all here. So is the wider perspective. Together they promise a series which is attractive and, at the same time, provocative.

Robin Buss

Victoria Neumark

Practical science

Science Horizons: West Sussex Science

5-14 Scheme
"Our Home" by Anne Induni
"Safety at home and school" by Chris North. Price £5.25 each
Macmillan Education Ltd, Houndmills, Basingstoke, Hants RG21 2XS.
Starting Technology: Book 1
Price £12.95
Holmes McDougall Ltd, Allander House, 137-141 Leith Walk, Edinburgh EH6 8NS.

Science Horizons is a scheme with a number of built-in advantages. It has been developed, written and tested by a group of practising teachers and a co-ordinating panel of experts in science education, all under the enlightened and presumably benevolent sponsorship of the West Sussex local education authority. A high priority of such a team is that the scheme has to be practical, realistic, and cheap enough to be afforded by schools.

Science Horizons not only manages to meet these fairly basic criteria with credit, but goes further. There is a real attempt at organizing the material to meet not only the needs of the non-specialist teacher, but also the learning requirements of young children.

The format is common to all units in the scheme. The first part is devoted to information for the teacher, carefully related to the pupils' "activity sheets" which comprise the second part, and which may be photocopied without copyright infringement. Flexibility in use is encouraged by the easy

removal of the slide binder to create separate worksheets to be used at the teacher's discretion. These features serve to make the scheme a very economical proposition.

The Teacher's Guide section contains a wealth of suggestions for follow-up work in other areas of the primary curriculum as well as referring to a wide range of book and other sources to support the science work.

"Our Home" is a level one unit for children in infants' schools. The early activity sheets may appear almost too rudimentary - don't all infant teachers discuss houses and homes with their children? But it is necessary to start somewhere, and Anne Induni makes the teaching points pertinent as she takes us through such topics as Wall-building, Roof shapes and Energy uses in the home.

"Safety at Home and School", a level two unit (7-11 years) capitalizes on the intrinsic interest of most children in all kinds of accidents and makes a worthwhile contribution to the "safety" literature as well as making the most of the science content.

One consequence of the photocopying facility is that all pictures and illustrations are black-and-white line drawings. Colour photographs would have been of considerable advantage particularly in the early pages of the level two unit, where some quite important detail would have gained in significance. But overall these two units represent very good value and, welcome addition to what deserves to become a popular science scheme for primary/middle schools.

Starting Technology also aims to satisfy schools with little money to spend on books. Book one consists of seven pages of Teacher's Notes which serve as background and support to the ensuing series of worksheets, this time in the form of Pressure-Fax spirit masters. The background notes are much less comprehensive than those in Science Horizons, but they do attempt to guide teachers in the presentation of each topic.

There is little on the market which directly addresses the technological aspect of the primary school curriculum, and this series (Book two is advertised) is to be welcomed for attempting to fill the gap.

The authors do not make clear the rationale which guided their choice of topics, and I did wonder at the wisdom of beginning with the rather flimsy construction of a "simple" magnetometer. However, the ability to respond to a challenge is important in this area, and there is plenty of opportunity to do just that as the book moves through Hinges and Valves (some very good exercises here), Sorting, Robots (presenting some difficult constructional problems), Bridges, Frameworks and Propellers.

The spirit masters, though representing economy, can be messy and practice is advised. The diagrams are not always as clear as they might be - the Automatic Sorting Machine is a case in point, and again, of necessity, they look rather dull. However, some inspiring and dexterous, young technologists will gain much from them.

Philip Hyth



Coffee plant

The London Coffee Information Centre Education Programme
Teachers' Guide £1.75; The Coffee Story (primary/secondary/booklet/loose leaf) 75p each; A Coffee Handbook for Home Economics and Catering Students £1.50; Videos £2.50 to buy, £2 to hire each; Slide sets £2.50 each. Further details from the Co-ordinator of Education Policy, The London Coffee Information Centre, 21 Berners Street, London W1P 4DD.

The London Coffee Information Centre is funded by member countries of the International Coffee Organization, which was set up under the auspices of the United Nations in an attempt to control fluctuations in the supply and price of coffee. The Centre's purpose is to promote coffee and to "raise coffee brewing standards", and this pack, with its four videotapes, posters, handbooks and 15 sets of slides, represents a major effort to secure more time for coffee in the curriculum.

The Centre justifies its initiative by pointing to the scale of coffee production, in which over 20 million people are employed, and to its status as the second most important commodity in world trade. It does not, however, pretend that coffee is of particular interest to children. Its own impressive statistics on coffee consumption begin with people aged 15 and over, and a straw poll of colleagues with grown-up children confirmed that it was a taste

generally acquired in adolescence. The proprietor of Clacton's famous China Cup Coffee House - six times recommended by Egon Ronay - agreed, and said that children tended to drink coffee only when required to by their parents, who were coming to see fizzy drinks as harmful to teeth.

The materials themselves are closer to marketing than education, and seem intent on pushing coffee into the curriculum regardless of whether it is the best available resource and even, in some instances, where it is no more than marginally appropriate.

Its use as a vegetable dye, for example, produced results which were unimpressive to say the least, especially in the absence of any relief from brighter colours, and the video demonstration of the use of coffee in secondary science stated candidly that coffee was being used "as a substitute for chemicals", without saying why.

More sensitive questions, such as the effects of caffeine and the wages and conditions of coffee production workers, are not quite ignored, but receive much less detailed attention than exchange rates and production figures, which are clearly of major importance to the Centre's sponsors. The information provided on these aspects is the most exhaustive in the pack, and is designed for use as a database for projects undertaken by older pupils in secondary schools and by students in further education.

The videotape intended for use in further education catering courses is, by contrast, particularly disappointing. Its demonstration of coffee-making techniques is cursory in the extreme, and it wastes a lot of time by showing people simply drinking coffee in restaurants. There is even a sequence in which a representative of British Rail Catering carefully explains their practice of pouring hot water on to instant coffee which is already in the cup "for convenience".

The notes to this section were better, however, and included the first illustration I have seen of the way in which steam is forced through coffee grounds in an espresso coffee pot. A similarly modest and detailed approach throughout might have helped produce a better pack.

John Bald

notes

CURRICULUM EXTENSION
Anybody wishing to obtain copies of the Curriculum Extension Projects for the exceptionally able reviewed in The TES

April 26), can do so by writing to the Curriculum Extension Project, Essex Education Department, PO Box 47, Thredneedle House, Market Road, Chelmsford CM1 1LD.

BRIGHTS TO LEAS

The British Film Institute is offering financial support to local education authorities who wish to develop media education.

£30,000 is available to support media advisory posts or media education courses in teacher training colleges. The BFI will offer £7-8,000 per annum to certain LEAs who will be expected to match this sum for the first three years and to maintain the posts thereafter.

Details from Philip Simpson, Head of Education, British Film Institute, 81, Dean Street, London W1P 6AA.

Not a competition

"Not a competition" may be an accurate description of the Young Music Makers' Award, but even so it offers the attractive prize of an audience. This new award is being jointly organized by the Musicians' Union and BBC Radio Newcastle and is open to young musicians (aged 10-18) in the station's area. All kinds of instrument and all kinds of music (from classical to reggae and from brass to punk) are eligible. Entries should be submitted, on cassette, by May 31. (Further details from BBC Radio Newcastle, Crestina House, Archbold Terrace, Newcastle upon Tyne NE2 1DZ.)

After initial judging sessions, there will be a series of semi-publi "performances" or auditions before the final full-scale broadcast concert.

4 LICENSED OFF-AIR RECORDING

Titles Available For Recording Sunday 26 May 1985

Approximate Transmission Times
Sunday 26th May
1.30pm The Business Programme Fee Code F
Monday 27th May
4.00pm Cautionary Tales: Children in Care Fee Code C
Tuesday 28th May
5.45pm Years Ahead Completions Fee Code B
Wednesday 29th May
6.00pm Landscapes & Legends: Wales: Memory of Mountains Fee Code B
6.00pm Lending Track: Company & Nation Fee Code B
8.30pm Diverse Reports Fee Code B

Friday 31st May
7.30pm Right to Reply Fee Code A
8.15pm A Week in Politics Fee Code B
8.45pm Who Cares? The Time Bomb of Old Age Fee Code A
Saturday 1st June
1.00pm Clips Comic Series II: Travel Fee Code B
1.30pm Phil I Yourself: Artists Fee Code A
For More Information Contact:
GUILD LICENSING
60, Rye Road, Peterborough PE1 6YB
(0753) 318116
Late Charges (0753) 312182

Classified Advertisements

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LONDON

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EXTRA WINTER SPORTS



Salesian school party with instructor Sarah

Things Scottish

by Dudley Wilson

At 2,200ft on Cairnwell Pass, Britain's highest main road, one Sunday this February I felt the exhilaration of a successful ski centre. The sun beat down on excellent snow at all levels. Coaches, cars and vans crammed the car parks and skiers of every ability and garb thronged the slopes. All uphill facilities, two chairlifts and 16 tows (four slower running for nursery use) were in heavy demand. No doubt about it - Glenshee skiing has come of age here amidst three 3,000ft peaks and three valleys. Environmentalists with their claims for doteder and lichen should be heeded, but the case for development as put by David Jamieson and David Patterson of Glenshee Chairlift Company I saw for myself. Support comes from many thousands of skiers, a huge cross section of people including a strong representation from educational groups. A rising demand is here to stay and a facility, a massive long-holding bowl of snow, exists up Glass Maol.

We travelled overnight in British Rail's super silent sleepers and alighted at Pitlochry in fine fettle. The station in early morning sun looked idyllic with fresh snow rimming its Hornby-style footbridge. We motored over moorland switching blackcock and gaudy pheasants from the track and halted for arguments with sheep encircled on the tarred surface. We were heading for The Log Cabin Hotel high amidst the pines of Strath Arde around 30 minutes' drive from the slopes. There can be no more suitable hotel than this in Britain for ski holidays. Constructed from Norwegian logs it certainly looks the part. Scottish skiing, especially for school groups, usually offers only very basic food and accommodation. The Log Cabin is rather different. Superbly run by its owners, Liz and Brian Sandells, it offers delicious meals, comfortable rooms each with private bathroom, log

fires and a rare, almost Continental winter holiday atmosphere spiced with things Scottish including an apres-ski dart board. I particularly commend the provision throughout this hotel for the disabled.

What has this to do with school parties? It is best, surely, to ski abroad and in any case such comforts must come expensive. Liz was a teacher, is a good skier and her daughter Emma, now taking A levels, is in the Scottish Junior Ski Squad. Education and skiing harmonize here. A mid-week (Sunday to Friday) school holiday at The Log Cabin (here are no draughty annexes) costs from £43 (1984/85 prices) per pupil including VAT with one in twenty places free for organizers plus one for a coach driver. The price covers full board, packed lunches of exceptional quality, cooked breakfasts (I counted five types of Dundee marmalade to follow my daunting grill) and first-class dinners. A ski hire and instruction pack usually costs £14 rising to £19.50 at half term. Good quality equipment - Nordica boots, skis by Hard, Salomon and Gertsch bindings - is available. This five-night arrangement based at The Log Cabin then is reasonably priced. Where else can school parties revel in BTA Commended excellence, eat gourmet meals presided by the *Good Hotel Guide* or reside in top class facilities and at such low cost? Schools usually have to make a longish haul north in vans or buses, since it is essential for groups to have their own transport on a skiing holiday. If you do bring the school bus remember to check anti-freeze and to add inhibitor to diesel and brake fluid as conditions can be alpine.

Over the weekend we found a coach load of Manchester accountants highly satisfied with their brief holiday. On Sunday they were replaced by a school party. Mrs Helen Amlot, the teacher in charge, had made a reconnaissance visit to The Log Cabin in summer and had been impressed. Her mixed ability group of skiers from several classes came up in their new minibus from the Salesian School in Cherbury. With three sharing the driving and an overnight stop on route no one found the journey trying. Of the many school groups I have joined I have never come across a better organized and managed one than this. Pupils had been prepared on plastic slopes. Kitting out was undertaken after Sunday evening dinner a few miles away at Action Holidays but beside the former Glenshee Inn. David Dalrymple, the manager, somewhat weary but definitely cheery and knowing just about all there is to know about skiing in Glenshee, talked of his busiest day "500 pairs out and 500 pairs in". Yet the Salesian party, their measurements carefully sent ahead, had their kit set aside and were quickly dressed ready for a good start.

Next morning with commendable efficiency Action Holidays' qualified ski instructors took charge of their flocks. Sarah, working with beginners, registered such progress in the afternoon session (ski instruction is four hours daily) that the group moved on to a tow and slope for modest thrills. Harry took the intermediates up Sunnyside lift for the day. Around lunch Glenshee cafe is thronged with happy skiers mostly, at this time, half-term

refugees like the Salesians. Here is the hominoid of steamed-up spectacles, traditional hot chocolate with blistering hot pies or sausage rolls. I struggled to free my frozen camera. Mrs Amlot had secured lift passes in advance for her group thus avoiding queues and allowing full freedom of the slopes. Few of the group, I suspect, attempted the alarmingly steep Tiger run.

As a farewell The Log Cabin gave the Salesians an Austrian evening with *glühwein*. The menus (not chips with everything every day) offered to pupils were well received, and there were always anxious requests to enter the dining room early for 7.30 dinner. Staff choose from the lavish £11 menu. Fruitless five course medley of good food in tribute to Liz Sandells' culinary skill. I sampled succulent game gouger, a recipe honoured by the *Good Food Guide*. The hotel staff willingly cared for a sick pupil who remained behind one day. Teachers could with confidence and good conscience accompany the main party certain the girl was in responsible hands. A slightly injured pupil was expeditiously taken to the nearest hospital for X-ray.

I enjoyed walks round The Log Cabin on crunchy snow up through the woods or down to Kirkmichael which boasts a shop or two, hotels, petrol pump, field for Highland Games and a fire brigade. The Sandells' young barman, Dougie, is a trainee fireman but

Billy Connelly must look to his comedy laurels as Dougie dispenses over 40 whiskies and wit. At a sheltered cottage porch we spotted acornites peeping over the snow and we wandered, nodding at the ponies, by the ice-fringed river. The locals, each it seemed with a dog (Labrador puppy, Welsh springer, Old English sheepdog, etc) greeted us cheerfully. We found The Log Cabin at weekends hosting the Dolphin Ski Club which does so much to encourage competitive skiers in junior, and senior classes. Star of the day was David Mercer of the British Ski Team in the slalom.

The roads from Kirkmichael to the slopes are cleared well and early and the motor A93, though twisting and dipping in places, is much improved. Gone is the notorious Devil's Elbow hairpin where lordly motorists in olden days took along stalkers and gillies to push their vehicles up the slope. This grand mountain and valley scenery is still the haunt of partisans. Across Glenelg in Boar's Loch the legendary hero Fingal threw his golden goblet to tantalize the dying Diarmid whose grave is said to lie nearby. Today's legends are made on the ski slopes of Glenshee. Big-time skiing is here to stay, and will create its own heroes. Educational groups are well served on the slopes, splendidly accommodated and magnificently victualled at The Log Cabin Hotel.

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SECONDARY ENGLISH

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Scale 2 Posts and above

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Mixed Comprehensive High School. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher.

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Scale 2 post available for suitable candidate. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher.

Application forms and further particulars available from the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher.

WILTSHIRE EDUCATION COMMITTEE. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher.

THE RIDGEWAY SCHOOL. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher.

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NORFOLK

METHWOLD HIGH SCHOOL. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher.

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Scale 2 English: suitably qualified and experienced. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher. The successful candidate will be responsible for the English Department with particular reference to the Headteacher.

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HEREFORD AND WORCESTER COUNTY COUNCIL

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Skiing for all standards

Margaret Dowling goes to Italy with a school party

Every year thousands of schoolchildren pour on to the ski slopes of Europe and usually 80 per cent are first time skiers. Skiing holidays are undoubtedly expensive and no doubt parents hope that it is going to be money well spent. To ensure that the children get the most out of their holiday and above all, enjoy the skiing, it is therefore very important that the school party uses a reputable company. Hourmont, which captures much of the school market, has been taking school parties abroad for 28 years. They insist that one of their representatives attend a parents' evening before the holiday to give advice on clothing, equipment and pocket money, and to show a video of the resort. Another preliminary is to take the children to dry ski slope before the holiday. Getting them used to ski boots and the feel of skis and sticks means that valuable time on the foreign slopes is not wasted. Most children, after one or two sessions on a dry slope, can actually enjoy skiing and use the lifts from the first day of the holiday.

I joined a party of over 100 children from the Birmingham Education Authority on their way to La Polse in Italy, one of the many resorts offered by Hourmont. Leaving Birmingham International airport on a wet, grey, March morning I was struck by how well prepared they were; all travelling in moon boots, jeans and ski anoraks with just the right amount of hand luggage. The party leader had briefed all the individual teachers and it was clear that this was to be a well organized holiday. Hourmont has experience in their many years' experience that the success of a holiday depends a great deal on the organization and authority of the teachers accompanying the trip, as some children, if left unsupervised, will use the holiday as an excuse to run riot!

La Polse, situated high above Rovereto and near Lake Garda is a small intimate resort and therefore ideal for school groups. It is an Italian village with a small row of shops, a piazza and one other hotel. The children are able to wander up the road and enjoy their freedom without being at risk. Were they to get up to any mischief it would soon be reported back to the hotel and their teachers.

would hear within minutes. The hotel is a small cosy hotel run by an affable Italian, Cino. He finds the school parties far less trouble than adult groups and, with children who understand perfectly what children want on holiday. The bedrooms are either two, three or four-bedded and are clean and comfortable with private facilities. However, the local plumbing leaves a lot to be desired and it is advisable not to return from skiing late otherwise you are liable to get a faint trickle of cold water! The children from Birmingham loved sleeping in "proper" hotel rooms. On the first night they were so excited it was 2 am before anyone got to sleep! They had to be out on the ski slopes at 8.45 ready for their ski lesson at 9.00. Four hours instruction a day is included in Hourmont's total cost and this was divided into a two-hour session in the morning and a two-hour session in the afternoon. The children were not allowed to ski unless accompanied by an instructor. For beginners this is obviously a sensible idea as accidents can easily happen if children get over confident and reckless. However, even more advanced skiers can benefit from following a member of staff who skis well down a few easy runs. Once speed and confidence are built up parallel turns soon follow. Instruction is arranged with the La Polse Ski School and most children I spoke to found their instructor helpful and patient.

The skiing in this resort is ideal for beginners yet there are challenging runs for the more advanced. The "top class" who had skied at La Polse the year before, were skiing very competently and made me feel like a beginner! The slopes are exceptionally wide and the views from the top of the lifts superb. I found some of the red runs very difficult and would have chased them as blacks; many of the teachers seemed to share my views. There certainly is skiing for all standards in La Polse. One of La Polse's many advantages is its lack of queues. Skiing holidays are often ruined by children soon becoming disgruntled and bored if they have to queue for too long. Schools have the resort to themselves throughout the week and this enables each class to make full use of

the slopes. Carol, the Hourmont representative, warned me that Sunday would be a very busy day in the resort with many visitors from further down the mountain or the towns in the valley. I was pleasantly surprised. Although the slopes were undoubtedly very crowded, the queues were still minimal and the slopes half empty. The ski school will cooperate with the teachers and if necessary change the lesson times on Sunday so that the children can ski early in the morning and the late afternoon, when most of the visitors have gone home.

The Hotel Butella is barely a minute's walk from the slopes, enabling children to return for a well-earned lunch and a rest from their ski boots and bulky ski clothes. They can shed a few layers and get comfortable if the temperature has risen. Hourmont has access to a hut at the foot of the slopes where the children are able to leave their skis and sticks after each lesson. I was given a smart zip up bag which I was able to carry my boots and from the hotel. Ski holidays have so often been ruined by painful feet and rubbing boots after walking miles from my hotel to the ski lift with my skis balanced precariously on my shoulder. In La Polse all this was avoided and the children were able to leave their ski boots overnight in the "boot room", a centrally heated room in the basement of the hotel.

The food was served in vast quantities and was always tasty. The hotel kitchen obviously believed in the "chips with everything" and I found it difficult to dream of crisp green salads in my sleep at night. The children ate enthusiastically although it took them a little while to get used to the continental breakfast.

The Italians may have had a shed! They had looked into the disco and seen us all dancing and singing to "La Espana". It was certainly not meant to offend; it was simply one of the many records we danced to in the hotel's excellent disco room. I was continually amazed at the children's energy. Having skied hard all day they were ready after the first initial shyness, to dance hard too. It was hardly surprising that there were a few tears when it was time to leave. It had been a great holiday.

You pays your money...

by Stephen Pooley

"Oh, I know all about schools' skiing trips - drunken licentiousness, living in a squalor, fighting the locals and career-ing around out of control on the slopes - and that's just the staff." He was joking, of course, but his comments underlined the worries of a lot of parents. The speaker was a fellow ski writer and a group of us were talking over our winter's activities. I had just mentioned that I had spent two separate weeks in the company of school parties, one at Mühlabach, in Austria's Hohe Tauern area, over Christmas and the other, during the Easter holidays, at Chamrousse, site of the 1968 Grenoble Olympics. The group of journalists, who are usually quite incapable of skiing without the full services of local tourist departments, press officers and a guide, were all interested in the level of supervision on schools' trips and were ready to lap up a bit of sensationalism. I had to disappoint them.

Schools Abroad is probably the best known of the specialist schools' skiing operators; its 1986 brochure offers 39 resorts in seven countries, and next season it anticipates taking over 70,000 children abroad. Winter 1986 clients, I investigated both these destinations. I was particularly impressed by some vivid copy I would like to have been able to report riots and arson, but was happy to relate harmony, especially as some of the assem-

bled scribbles had children who will, no doubt, want to join their school's skiing party one day.

Although the holidays I joined had the same objectives (to provide children with the opportunity of skiing efficiently and economically, and some extra-curricular evening activities) the methods of the two operators were as contrasting as the size of the programmes. In some ways, Schools Abroad is like a hypermarket: it offers a wide product range, well presented and competitively priced; its staff are well trained and friendly but because of the size of its operation it has to rely on the good sense of the customer; it offers convenience and has a reputation which attracts new business. The village store attitude of Winter Adventure Holidays - it knows its regular customers, gives personal attention and if the boss isn't on hand to deal with something, then his wife is - does mean slightly higher prices and a less choice.

Taking these two operators as representative of two extremes in schools' tour organizers, it would be easy to say that the larger the company, the more work will be required from accompanying members of staff. Winter Adventure Holidays was started five years ago by Jeremy Leyland, a former prep school headmaster, and his wife, Jenny. They saw a gap in the skiing market: no one was catering for individual teenagers whose school didn't have a skiing trip and whose family didn't

You pays your money... continued

not ski. Their idea was to attract this market and form groups of ten children of comparable skiing ability, supplying group leaders who would be in attendance throughout the day and evening.

When Leyland started to take bookings for schools, the same principles applied. His company's clients were not classified according to a particular school, but skied and shared meals with individuals of a similar skiing standard, either from other schools or unattached. This had the useful side effect of dispelling the sort of inter-school rivalry which sometimes occurs. He also retained the 1:10 leader/client ratio.

School staff, who have to get their parties together and organize payments, have little to do after arrival other than providing "pastoral care". Indeed, they are better qualified for this task than the WAH staff. Inevitably teachers are accused of being "persuaded" to book with WAH, taking the bait of a free holiday during which they have very little to do to justify their existence. The teachers I talked to said that they had chosen the holiday on behalf of their charges, but Leyland felt that by packaging the holidays as he did, there would always be an element of "freeloading". "What is more important," he said, "is that we offer high standards of tuition. Even though the local ski school is used, half of our group leaders are qualified through BASI - the British Association of Ski Instructors - and groups ski with their group leaders when lessons are not taking place. It is not fair on anyone to expect the geography master, who may not be as good a skier as his pupils, to be in charge of his class once tuition from the ski school has finished. In any case, we group children according to their skiing ability, not by their school class."

Winter Adventure Holidays took

their first groups to Chamrousse, in the Dauphiné region, about 40 minutes' drive from Grenoble, and added Châtel to their programme last year. Châtel, with its connections with the other Aix-les-Bains ski resorts which straddle the Franco-Swiss border, will appeal to better skiers who want to sample a wider variety of terrain, although beginners will be quite happy with Châtel's own nursery slopes.

I stayed in the same hotel, Les Marmottes, as some of the school groups in Chamrousse. It is cheap, but very, very cheerful with food which was always substantial but occasionally too sophisticated for juvenile palates. Its jolliness was sparked off by Dè-dè, the manager, a merry bear of a man who initiated more practical jokes than the wickedest of his guests.

Drink and sex are the two pieces of potential wickedness amongst children which arouse most concern. If they are determined to indulge in either, they probably will, but the temptations are greater away from home. In the case of a group of loutish, but harmless, boys in Chamrousse, whose teachers paid little attention to them, the group leaders were quick to curb any alcoholic excess. One night, when they were attempting to hold an after-lights-out party with some girls they were shoved back to their rooms and banished to them for the following evening after dinner. Two boys, who broke away from their groups one afternoon, had their passes confiscated until the next day's skiing. If this all sounds like the heavy hand of discipline, it is to demonstrate that there is some control from the group leaders. For the main part, the children were blissfully happy, treating their group leaders like friends and enjoying skiing, disco evenings, tobogganing, an afternoon in Grenoble, a film (*Never Say Never Again*), swimming and the new experience, for many, of sharing a room and mixing with people of a like mind but from different backgrounds.

I had noticed all of these last



elements when I was in Mühlabach with the Schools Abroad parties at Christmas except that, possibly because the staff ratio was lower, school staff seemed more obviously involved. There was virtually no rowdiness - apart from the high spirited Christmas Eve party which saw the removal of all the hotel's candles by a party of Technical College students (younger groups from other schools had been subjected to a 10.30 pm curfew). The Schools Abroad team consisted of two reps, who also skied with groups, and two British guides who were BASI qualified and who also helped with evening activities, including the running of a private bar for older students. The ages of the various school and college groups ranged between twelve and twenty. The local ski school was used for lessons, but it was difficult to provide full supervision unless school staff stayed with their pupils; in most cases, they did.

Mühlabach, which is only an hour's drive from Salzburg, and connects with neighbouring Dienten, Hinterthal and Maria Alm, offers an extensive variety of terrain for better skiers with some nursery slopes adjoining the village. The local free bus service, which was eccentric to say the least, has now been improved, giving better connections between the hotels and ski fields. Schools Abroad use several hotels in the village; I stayed in the Harlander Sporthotel and although there were some single and twin-bedded rooms for staff, the pupils were sharing four to a room.

With resorts in Bulgaria, Czechoslovakia, Spain, France, Switzerland, Italy, and Austria, the company offers a great deal of choice. In common with other operators, it has travel options by air or coach and an advisory service to help present the programme to pupils and parents, using posters, tapes and slides. Help is given in the provision of clothing and equipment, for sale or hire, and questionnaires are sent out in advance of departure so that when the groups arrive, boots and skis, with bindings adjusted according to weight and experience, are ready.

With some 20 companies offering packages for schools I do not propose to provide an analysis of prices. Based on flights from Gatwick, a week over Christmas 1985 will cost £212 in Mühlabach, inclusive of flights, transfers,

full-board accommodation, insurance, tuition and ski hire. There is one free place for every ten paying the full price. The lift pass will cost £15.

Winter Adventure Holidays offer a week's stay in Chamrousse next Easter at a cost of £385. Travel is by coach and the price includes lift pass, entertainments every evening and a trip to Grenoble. Most of the specialist operators have comparable arrangements. Although the two whose programmes I saw in action last winter were thoroughly conscientious in their approach, beware - one does hear horrendous stories of gangs of drunken teenagers terrorizing locals. It is a good idea to check experiences of other schools, who have travelled with the company previously. This being said, it will be the accompanying members of school staff who will have the biggest influence in controlling their parties.

Schools Abroad Ltd, Grosvenor Hall, Bournemouth, Dorset, BH1 1AA. Tel: (0444) 414122. Winter Adventure Holidays Ltd, 37-38 Corn Street, Winton, Oxfordshire OX8 7BW. Tel: (0993) 76944.

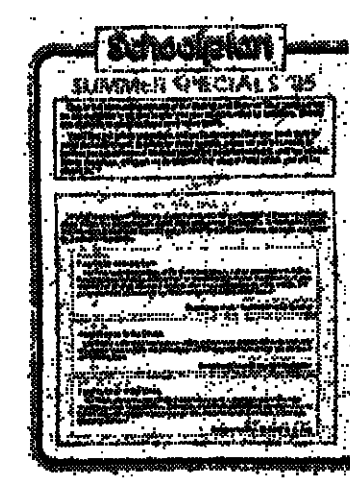
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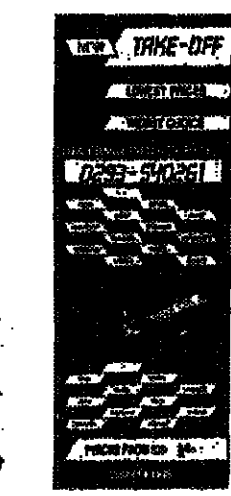
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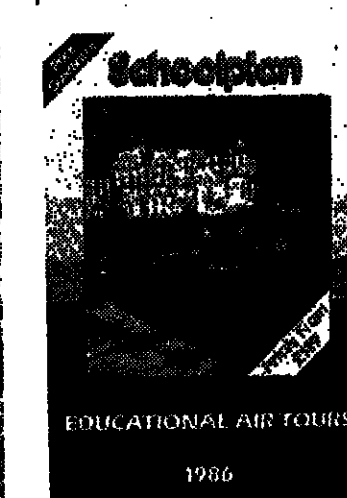
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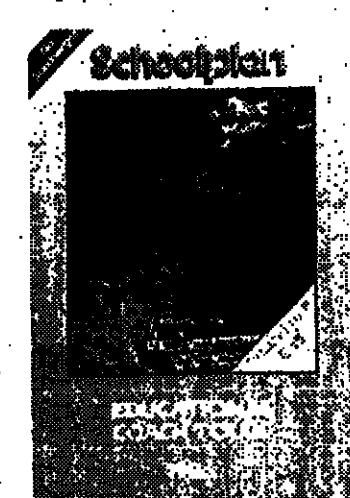
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Yagol Talryn, Brynford, Hwlwyll
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Bryn Alyn School, Gwersyllt, Wrexham (756468)

(11-16, 840 pupils)

Head — J. Wild, B.Sc., M.A.

FRENCH and GERMAN, Scale 1.

To all ages. Ability to teach 16+ examination classes essential.

Prestetyn High School, Princes Avenue, Prestetyn (2312)

(11-16, 1,500 pupils)

Head — J. E. Williams, B.Sc.

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Agreeable to teach the subject throughout the school up to A level and to act as Second in the Department.

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(This is a re-advertisement and previous applicants will automatically be re-considered).

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(11-16, 1,200 pupils)

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Well-qualified enthusiastic and committed teacher of French, to teach the subject to the whole ability range. A willingness to organise school visits abroad would be an advantage.

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KEITH EVANS
Director of Education

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students, 510 in the Sixth

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AYLSHAM HIGH SCHOOL
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Please enclose an a.s.e. (04715)
160020

BRADFORD CITY OF BRADFORD METROPOLITAN COUNCIL SPECIAL EDUCATION TEACHER

Further details and applica-
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BUCKINGHAMSHIRE BUCKS-WYCOMBE AREA SPECIAL EDUCATION TEACHER

Further details and applica-
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teacher, 10th June 1985.
Please enclose an a.s.e. (04311)
160026

BUCKINGHAMSHIRE BUCKS-WYCOMBE AREA SPECIAL EDUCATION TEACHER

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INDEPENDENT
EDUCATION
continued

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT
(Independent Boarding and Day School for 350 girls)
Required for September 1985.

A young, experienced A-Level teacher with enthusiasm and imagination for an expanding department. Teaching English, Maths, and Drawing throughout the school. A-Level, an interest in textiles would be an advantage, although not essential.

Please apply for details to: The Headmistress, New Hall School, Boreham, Chelmsford CM3 3HT. (36785)

NORTH WALES
LINDAFERNE COLLEGE
Wynnstay, Rumbon, Clwyd, N. Wales
Required for September 1985. TEACHER up to and including GCSE A, A*, and A-Level. Should be able to offer a wide range of subjects, possibly some French or Geography. The post is a residential, single accommodation, available. Successful applicant will be attached to girls' boarding house.

Salary: Lindafarne Scale; Government Superannuation. Applications in writing to: The Headmistress, Lindafarne College, Wynnstay, Rumbon, Clwyd, N. Wales. (36808)

Classics

Other Assistants

CAMBRIDGE
ST MARY'S SCHOOL
Barnes, London W8 3JL
G.S.A. Independent R.C. Day School. 11-18
Required for September 1985. Graduate, with a degree in Education, to share teaching in Latin, Greek, and Classical Studies. Applications with curriculum vitae and references to: The Headmistress, St Mary's School, Barnes, London W8 3JL. (36781)

Computer Studies

Heads of Department

LONDON

DAVIES' COLLEGE
60 Southampton Row, W.C.1R
Required for September 1985. A well-qualified teacher to be Head of Computing in this independent day school. To teach to A-Level and to develop a strong Computing Department. An attractive salary and excellent benefits. Full-time, permanent post. Please write to the Principal, enclosing a curriculum vitae and references. (15835)

LONDON

DAVIES' COLLEGE
60 Southampton Row, W.C.1R
Required for September 1985. A well-qualified teacher to be Head of Computing in this independent day school. To teach to A-Level and to develop a strong Computing Department. An attractive salary and excellent benefits. Full-time, permanent post. Please write to the Principal, enclosing a curriculum vitae and references. (15835)

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LONDON SW1

WESTMINSTER SCHOOL
Classics teacher required for September 1985 for one year, able to teach up to University entrance. Opportunity to teach in a well-known school. Salary and conditions to be discussed. (15834)

Applications to the Headmistress, Westminster School, London SW1P 3PB. (15834)

Commercial Subjects

Other Assistants

ISLE OF MAN

THE BUCHAN SCHOOL

Required for September 1985

Teacher of English and

Mathematics. The school

is a boarding school for

girls aged 11-18. The

Headmistress is a

graduate of the school

and has a wealth of

experience. The school

is a well-known school

and has a high reputation

for its academic standards.

Applications with curriculum

vitae and references to:

The Headmistress, The

Buchan School, The

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Craft, Design &
Technology

Other Assistants

BERKSHIRE

WELLINGTON COLLEGE

Wokingham, RG40 3AB

Required for September 1985

Teacher of English and

Mathematics. The school

is a boarding school for

girls aged 11-18. The

Headmistress is a

graduate of the school

and has a wealth of

experience. The school

is a well-known school

and has a high reputation

for its academic standards.

Applications with curriculum

vitae and references to:

The Headmistress, The

Wellington College, The

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Headmistress, The

GLOUCESTERSHIRE

DEAN CLOSE JUNIOR

SCHOOL

Cheltenham, GL51 6AE

Required for September 1985

Teacher of English and

Mathematics. The school

is a boarding school for

girls aged 11-18. The

Headmistress is a

graduate of the school

and has a wealth of

experience. The school

is a well-known school

and has a high reputation

for its academic standards.

Applications with curriculum

vitae and references to:

The Headmistress, The

Dean Close Junior School, The

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Headmistress, The

MIDDLESEX

DEAN CLOSE JUNIOR

SCHOOL

Cheltenham, GL51 6AE

Required for September 1985

Teacher of English and

Mathematics. The school

is a boarding school for

girls aged 11-18. The

Headmistress is a

graduate of the school

and has a wealth of

experience. The school

is a well-known school

and has a high reputation

for its academic standards.

Applications with curriculum

vitae and references to:

The Headmistress, The

Dean Close Junior School, The

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Dean Close Junior School, The

Headmistress, The</

PREPARATORY SCHOOLS

Berkshire

ST. PIRAN'S
(HAPS) 175, Bourne, 109
Days 205624

Experienced person required to teach English, History, Geography and Junior Maths (20/20 years old). The post includes the national role of the Teacher. There is scope also for interested studies and Craft work.

The person appointed will be given considerable independence in organising the teaching programme within the overall syllabus.

Burnham Scale 1.
Written applications with the names of two referees to the Headmaster, St. Piran's, Maidenhead, Berkshire SL6 205624

Eastbourne

MOIRA HOUSE
Eastbourne
U.S.A. B.S.A. 300 GIRLS

We wish to appoint a teacher to the Junior School for September 1985 who has the ability to teach the full range of subjects within the Junior School curriculum. In particular, a strong ability in English and Mathematics is essential.

The School has its own salary scale and this post is offered at the top of the scale. The successful candidate will be given considerable independence in organising the teaching programme within the overall syllabus.

Application by letter, with the names of two referees, should be sent to the Headmaster, Moira House, Eastbourne, East Sussex. Further details are available from the Headmaster, Moira House, Eastbourne, East Sussex. Tel: (0323) 643124, 205624

Hampshire

Required from September 1985 for general subjects, including History and French, in middle school range. Burnham Scale 1 with D.E.S. Superannuation. Commencement available if required.

Apply in writing with C.V. and names of two referees to the Headmaster, St. Michael's, Basingstoke, Hampshire. Tel: (0435) 205624

Hereford and Worcester

Required for September 1985 for general subjects, including History and French, in middle school range. Burnham Scale 1 with D.E.S. Superannuation. Commencement available if required.

Apply in writing with C.V. and names of two referees to the Headmaster, St. Michael's, Basingstoke, Hampshire. Tel: (0435) 205624

Kensington

WEST LONDON CO-ED SCHOOL
Requires experienced teacher for September 1985. Some knowledge of Montessori method an advantage.

Please apply with C.V. to the Headmaster, West London Co-Ed School, 100, Kensington Road, London W8 7JL. Tel: (0181) 205624

Kent

FRIDAY SCHOOL
Great Chart, Kent
(HAPS) Day and Boarding, 174

Required for September 1985. Qualified teacher of Junior subjects to teach a form of 7 to 8 year olds. Burnham Scale 1 with D.E.S. Superannuation. Single accommodation available.

A full time teacher for lower infants, a part time teacher for Junior.

Please write a letter of application to the Headmaster, Friday School, Great Chart, Kent. Tel: (01474) 205624

Kent

Required for September 1985. Qualified teacher of Junior subjects to teach a form of 7 to 8 year olds. Burnham Scale 1 with D.E.S. Superannuation. Single accommodation available.

A full time teacher for lower infants, a part time teacher for Junior.

Please write a letter of application to the Headmaster, Friday School, Great Chart, Kent. Tel: (01474) 205624

London N16

PRIMARILY CO-ED SCHOOL
14 Stamford Hill, London
N16 1JL

Experienced full-time teachers required in Infant and Junior departments. Single accommodation available.

Please apply with C.V. and names of two referees to the Headmaster, Primarily Co-Ed School, 14 Stamford Hill, London N16 1JL. Tel: (0181) 205624

LONDON N16

Qualified Infant and Junior Most required September 1985. Independent School Burnham Scale 1.

LONDON NW3

NORTH BRIDGE HOUSE SCHOOL
Hampstead, London NW3
Independent Co-educational Preparatory School - Ages 4 - 11

Class teacher required for September 1985. Salary according to qualifications in the London Burnham Scale. Apply with curriculum vitae and the names of two referees to the Headmaster, North Bridge House School, 10 North Bridge Road, London NW3 117861

LONDON NW8

Teaching position available in small independent school. Preparatory School, Hampstead, London NW8 205624

LONDON SW19

WIMBORNE COLLEGE
Preparatory School, Wimbledon, London SW19 4NP

Required September to teach the full range of subjects within the Junior School curriculum. In particular, a strong ability in English and Mathematics is essential.

The School has its own salary scale and this post is offered at the top of the scale. The successful candidate will be given considerable independence in organising the teaching programme within the overall syllabus.

Application by letter, with the names of two referees, should be sent to the Headmaster, Wimborne College, Wimbledon, London SW19 4NP. Tel: (0181) 205624

LONDON

Wanted for September 1985. 19 experienced and qualified teacher for 4-5 year olds.

Please apply in writing with curriculum vitae to the Headmaster, St. Michael's, Basingstoke, Hampshire. Tel: (0435) 205624

LONDON

ROSEMEAD PREPARATORY SCHOOL
50, Rosemead Park Road, London NE21 2JL

Required for September 1985. Qualified Infant and Junior Most required September 1985. Independent School Burnham Scale 1.

Class teacher required for September 1985. Salary according to qualifications in the London Burnham Scale. Apply with curriculum vitae and the names of two referees to the Headmaster, Rosemead Preparatory School, 50 Rosemead Park Road, London NE21 2JL. Tel: (0181) 205624

LONDON

ALLEN'S JUNIOR SCHOOL
Requires a full time teacher for September 1985. Salary according to qualifications in the London Burnham Scale. Apply with curriculum vitae and the names of two referees to the Headmaster, Allen's Junior School, 100, Kensington Road, London W8 7JL. Tel: (0181) 205624

Middlesex

ST. HELEN'S SCHOOL
Northwood, Middlesex
Independent Day/Boarding School for 600

Class teacher required for September 1985. Salary according to qualifications in the London Burnham Scale. Apply with curriculum vitae and the names of two referees to the Headmaster, St. Helen's School, Northwood, Middlesex. Tel: (0181) 205624

Suffolk

Required for September 1985. Qualified teacher of Junior subjects to teach a form of 7 to 8 year olds. Burnham Scale 1 with D.E.S. Superannuation. Single accommodation available.

A full time teacher for lower infants, a part time teacher for Junior.

Please write a letter of application to the Headmaster, Friday School, Great Chart, Kent. Tel: (01474) 205624

Wiltshire

Teacher for a class of 5-6 year olds (and reception) required for September 1985. Single accommodation available.

Please apply with C.V. and names of two referees to the Headmaster, Primarily Co-Ed School, 14 Stamford Hill, London N16 1JL. Tel: (0181) 205624

Appointments in Scotland



Tayside
Regional Council

EDUCATION DEPARTMENT TEACHER POSTS

- (A) TEACHER OF PHYSICS
ABROATH HIGH SCHOOL
- (A) TEACHER OF BUSINESS STUDIES
ABROATH HIGH SCHOOL
- (A) TEACHER OF BIOLOGY
MONTROSE ACADEMY
- (A) TEACHER OF RELIGIOUS EDUCATION
FORFAR ACADEMY
- (A) TEACHER OF RELIGIOUS EDUCATION (PART-TIME)
BRECHIN HIGH SCHOOL
- (A) TEACHERS OF MATHEMATICS (3 posts)
PERTH ACADEMY
- (P) TEACHERS OF MATHEMATICS
BLAIRGOWRIE HIGH SCHOOL
- (P) TEACHER OF PHYSICS
PERTH ACADEMY
- (D) INSTRUMENTAL TEACHERS/INSTRUCTORS
(3 PERMANENT POSTS) IN PIANO, PERCUSSION
AND WOODWIND

INSTRUMENTAL TEACHER/INSTRUCTOR
(ONE PERMANENT POST) IN VIOLIN/VIOLA

Applications are invited from suitably qualified persons for the above full-time posts in Primary and Secondary Schools in Dundee. Placement on the salary scale (1985) £229 per annum or appropriate scale of the Scottish Teachers' Salaries Memorandum would depend on age, qualification and experience.

Application forms and full details of all these posts are available, according to post, from:-
(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF.
(D) Divisional Education Officer, Floor 6, Nethergate Centre, Dundee DD1 6SL.
(P) Divisional Education Officer, 8-8 South Malvern Street, Perth PH1 1PP.

EDUCATIONAL INSTITUTE OF SCOTLAND GLASGOW LOCAL ASSOCIATION

SECRETARY AND TREASURER

Applications, not necessarily from members of the teaching profession, are invited for the above-mentioned position. The present salary scale is £10,245 to £14,481, with superannuation according to the Institute's Superannuation Scheme and 45 days' annual leave entitlement, inclusive of public holidays.

Further details are obtainable from the Secretary, 34 West George Street, Glasgow G2 1BH (Tel: 041-332 0821). Applications are to be lodged with the Secretary by WEDNESDAY 12 JUNE 1985.

THE EIS IS AN EQUAL OPPORTUNITIES EMPLOYER (1979)

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

CHILD GUIDANCE SERVICE: BORDERS REGION

Principal Educational Psychologist

£16,089 - £16,758

Applications are invited for the above post which falls vacant on 30 August 1985. Applicants must have prior experience in a local authority Child Guidance Service at a promoted level.

The Borders Child Guidance Service is provided by the Lothian Regional Council on an agency basis. It is based at St Boswells and operates entirely in the Borders area with the Principal Psychologist working to the Director of Education for the Borders Region for all operational purposes. A car is essential and an essential users allowance is payable.

Further information and application forms may be obtained from the Assistant Director (Finance and Manpower), Personnel Section, 40 Torphichen Street, Edinburgh EH3 6JJ.

Closing date for application is 7 June 1985.

TRAINING OFFICER (TECHNOLOGY)

We are a leading electro-appliance company (employing 2400) and one of the keys to our future success is the excellence of our technological training. To head up this training we require a Training Officer (Technology). The Training Officer will be responsible for the design and implementation of training programmes for graduates (electronics, mechanical, physics, technical trainees (electronics, mechanical, physics, craft engineering).

He/She will supervise a small staff of engineers and will be responsible for the Technical Training Centre. Candidates should be graduates (engineering/science) with some training or supervisory experience. The main requirement however is the ability to design and implement creative and effective programmes.

We regard this appointment as a key one in our drive towards high standards of technology and performance. The salary will reflect this importance.

Please apply in writing giving brief career details to:

Joyce Watt
Personnel Department
BARR & STROUD LIMITED
Caxton Street
Anniesland
GLASGOW G13 1HZ

Barr & Stroud
Technologists of excellence

Amalgamated Engineering Union

SCOTVEC

CHIEF EXECUTIVE

£28,000+

The Scottish Vocational Education Council (SCOTVEC), based in Edinburgh and Glasgow, invites applications for the post of Chief Executive.

SCOTVEC has recently been formed by the merger of SCOTBEC and SCOTEC, and is the main national awarding body for advanced and non-advanced vocational qualifications in Scotland.

For further details apply to: Miss Jean Sandison, Scottish Vocational Education Council, 22 Great King Street, Edinburgh EH3 6QH. Tel: 031-557 4555.

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undermost posts.

PRIMARY HEAD TEACHER
Remedial Teacher
Secondary Principal Teacher

Applications are invited from registered teachers with experience in special education to teach in a special school. The Head Teacher is responsible for the teaching service at Ashted Ainslie Hospital, 100, Kensington Road, London W8 7JL. Tel: (0181) 205624

SPECIAL EDUCATION

Head Teacher
Hospital Teaching Service
Ashted Ainslie Hospital, 100, Kensington Road, London W8 7JL. Tel: (0181) 205624

Applications are invited from registered teachers with experience in special education to teach in a special school. The Head Teacher is responsible for the teaching service at Ashted Ainslie Hospital, 100, Kensington Road, London W8 7JL. Tel: (0181) 205624

Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum. The following allowances are also payable if appropriate: - Responsibility Allowance (£1920 plus £420 (total £2340))

THE TIMES EDUCATIONAL SUPPLEMENT 24.5.85

PREPARATORY SCHOOLS

SURREY

ST. EDMUND'S SCHOOL
Hindhead, Surrey

I.A.P.S. Boarding and Day School with 160 boys

Required in September a qualified teacher to take over the day school. The successful candidate will be responsible for the day school and will be given considerable independence in organising the teaching programme within the overall syllabus.

Please apply to the Headmaster, St. Edmund's School, Hindhead, Surrey. Tel: (01483) 205624

WORCESTERSHIRE

WINTERFORD HOUSE
Chaddesley Corbett,
Worcestershire
LAPE 15 Boys Boarding & Day

Enthusiastic teacher required for the day school. The successful candidate will be responsible for the day school and will be given considerable independence in organising the teaching programme within the overall syllabus.

Please apply to the Headmaster, Winterford House, Chaddesley Corbett, Worcestershire. Tel: (01453) 205624

Colleges of Further Education

Heads of Department

CLWYD

COLEG AMAETH

LLYFABOL COLLEGE OF

HEAD OF DEPARTMENT

EXTRAMURAL STUDIES

Applications are invited for the above vacancy which has arisen due to promotion.

The successful candidate will have day to day responsibility for the organisation and administration of the day releases (including C.T.A. evening and block courses).

The post includes lecturing, supervising, and overall responsibility for the day releases (including C.T.A. evening and block courses).

Salary - L11 Points 8 - 6.
Application forms and particulars are available from the Principal, Coleg Amaeth, Llyfabol College, Llandudno, Clwyd LL15 2LL.
Tel: Llandudno (097 888) 263.
Closing Date: 10th June 1985. (04931) 220018

MANCHESTER

CITY COUNCIL
EDUCATION DEPARTMENT
NORTH MANCHESTER COLLEGE
ABRAHAM MANEY CENTRE
DIRECTOR OF VOCATIONAL COURSES

Required for September 1985. £13,085 - £14,580 (BAR) per annum.

We need an energetic and enthusiastic person to lead a team of co-ordinators and to be responsible for the day releases (including C.T.A. evening and block courses).

You should have a background in management studies and be able to contribute to the development of the day releases (including C.T.A. evening and block courses).

Closing Date: 7 June 1985. For particulars and application forms, which should be sent to the Registrar, North Manchester College, 100, Kensington Road, London W8 7JL. Tel: (0181) 205624

AN EQUAL OPPORTUNITIES EMPLOYER. (11742) 220018

BERKSHIRE

EDUCATION COMMITTEE
BRACKNELL COLLEGE
DEPARTMENT OF
GENERAL STUDIES
LECTURER IN PSYCHOLOGY

Applications invited from persons with graduate level qualifications in psychology. A level standard. Ability to teach and to be responsible for the day releases (including C.T.A. evening and block courses).

Salary in accordance with the current Scottish Teachers' Salaries Memorandum. The following allowances are also payable if appropriate: - Responsibility Allowance (£1920 plus £420 (total £2340))

Applications are invited from registered teachers with experience in special education to teach in a special school. The Head Teacher is responsible for the teaching service at Ashted Ainslie Hospital, 100, Kensington Road, London W8 7JL. Tel: (0181) 205624

Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum. The following allowances are also payable if appropriate: - Responsibility Allowance (£1920 plus £420 (total £2340))

Applications are invited from registered teachers with experience in special education to teach in a special school. The Head Teacher is responsible for the teaching service at Ashted Ainslie Hospital, 100, Kensington Road, London W8 7JL. Tel: (0181) 205624

Other Appointments

AVON COUNTY

EDUCATION SERVICE

LECTURER IN EDUCATION

LECTURER IN EDUCATION

LECTURER IN EDUCATION

LECTURER IN EDUCATION

LECTURER IN EDUCATION

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YOUTH & COMMUNITY

SURREY

YOUTH AND COMMUNITY WORKER
CATERHAM
£8,853 - £9,000

To maintain maximum use of Caterham Leisure Centre by the local community, create opportunities to introduce young people to new activities and broaden their horizons through programmes of social education and to work as an effective member of the Youth and Community Service team in the South East Area of Surrey. You should be qualified and experienced and hold a current driving licence.

Application form from Mr. A. Lloyd, Youth Community Officer, South East Area, Youth & Community Office, 1-7 Warran Road, Reigate RH2 0BE. Tel: Reigate 4343. Closing date: 7 June 1985. 440000

WALSALL METROPOLITAN BOROUGH
DEPUTY DIRECTOR OF SCHOOLS AND COMMUNITY ACTIVITIES
Burnham Scale 3 or F.E.

Required at Pool Hayes Community School, Castle Drive, Walsall, West Midlands from the 1st September 1985. If possible, otherwise January 1986, to join the community education team. Applicants must have good organisational skills, possess tact and the ability to establish and maintain relationships with the community, to the role of a community school and work with the local education and/or youth work services. Closing date 28th May 1985.

For further details please contact the Education Department, Staffing Section, Tel: Walsall (0922) 21246. Ext. 2353. Closing date: 29.5.85. Walsall is an Equal Opportunity Employer. 440000

Overseas Appointments

GREECE

Wanted: T.E.F.L. preferably returned from September 1983 to end May 1986. Purpose built flat, fully furnished, provided. Write to Mr. A. Koutoulas, 118511, 460000



EDUCATION DEPARTMENT Youth Worker £9,027 - £10,008 inc

An experienced, qualified Youth Worker is required to be responsible for Youth Centre 21, one of the Authority's maintained youth centres, and to join the professional staff in a developing Youth Service. We require someone capable of working in consultation with the centre members, the staff, and the Management Committee, paying particular attention to the needs of young women.

An allowance, where applicable, for longer training/higher qualifications is payable and a casual car user allowance is provided. Consideration will be given to assistance with removal and legal expenses.

Application forms and further details obtainable from Mrs H. Robertson, Education Department, The Grove, Carshalton, Surrey. Tel: 01-881 5749.

Closing date 21 June 1985. (17907)

LONDON BOROUGH OF
SUTTON

Adult Education

KENT COLLEGE FOR THE CAREERS SERVICE

Appointment of Principal

Applications are invited from persons with appropriate professional qualifications and experience for the post of Principal of the Kent College for the Careers Service, Swanley, Kent, which is to be filled from 1st January 1986 on the retirement of the present Principal. The salary is currently £15,765 per annum plus £258 per annum London Area Allowance.

The main work of the College is, each year to prepare up to 60 full-time students for the Diploma in Careers Guidance awarded by the Local Government Training Board and short courses are provided for experienced Careers Officers and support staff.

Application forms and further particulars are obtainable from the County Education Officer (reference T4), Springfield, Maidstone, Kent ME14 2LJ, or tel 0622 671411 ext 2441, to whom completed forms should be returned by 14th June 1985. (18009)

KENT COUNTY COUNCIL

Stonebridge Bus Garage Project/
Harlesden Centre (Kilburn Polytechnic)

Requires, as soon as possible, a
TUTOR-CONSULTANT
to organise the education/training of a group of workers and supervisors attached to the various departments of this rapidly expanding Community Project.

The Stonebridge Bus Garage Project has been described as the largest and most exciting black community project in the country. It involves the conversion of a former London Transport Bus Garage to form a Community Complex providing workshops and training social and recreational facilities. The Bus Garage Project is being promoted by the Harlesden People's Community Council (HPPCC) with support from the London Borough of Brent, GLC, DoE, MBE, EEC and other agencies. The HPPCC is an Afro-Caribbean group formed in 1981. One of their major aims is to provide employment for residents of the nearby Stonebridge estate 70% of whom are black. Phase 2 of the conversion programme is about to start and is expected to be completed by Jan 1987.

The Tutor-Consultant will be responsible for setting up and training the education/training programme made possible by an award under the DES REPLAN Scheme which will run until 31 March 1987. Scale P01A (£10,718 - £11,562 + LW £1017).

Closing date: Two weeks from date of advert. Further details and application form from: Gerald Williams, HPPCC Bus Garage Project, Harrow Road, London NW10 0RG. Tel: 01-895 2223.

Both Stonebridge Bus Garage Project and Kilburn Polytechnic are committed to policies of equal opportunities employment and multicultural education. (17882)

GREECE

Fully qualified, experienced and energetic, EFL Teachers are required by Hellenic Schools of English Athens. Applicants should be native English speakers, preferably graduates with a B.A. or M.A. in English. TEFL or EFL qualifications are welcome. Applicants must send C.V., photo and references to: Mr. Nick Petrakakis, Hellenic Schools, 1 Philhellenic Str., 105 57 Athens, Greece. (36527) 460000

IBIZA

Spain. E.F.L. Teacher required October. Write: Mrs Balaz, The English Centre, Pedro France 82A, Ibiza, Spain. (04796) 460000

ITALY

Experienced teacher wanted (with B.A. Diploma if possible) for English Courses in Italy. Location: Vibo Valentia, starting September 1985. English teacher must be available to teach evening classes. Salary: 550,000 Lira per month (plus 10% for housing and 10% for transport). Write to: 010 39 963 4346 (Italy, 04280) 460000

NEPAL

THE BRITISH PRIMARY SCHOOL
Kathmandu
Head Teacher and/or Teacher for 80 pupil International Primary School, with British curriculum and at least five years experience. Must be an excellent teacher. Salary: 400,000 Nepalese Rupee per annum. Accommodation allowance and other benefits. Applications from single men or women to: Chairman, British Primary School, P.O. Box 566, Kathmandu, Nepal by 17th June 1985. 460000

NEW ZEALAND

OTARONGA COLLEGE
N.Z.
Have a vacancy for a Mathematics/Science teacher. If the applicant wishes there is a possibility of a transfer to a school house is available with the applicant. Applications should be sent to: Mr. G. Fallow, Otaronga College, P.O. Box 118, Otaronga, New Zealand. 460000 (04518)

SAUDIA ARABIA

Independent Primary School requires two teachers of English to Arabic-speaking children. Must be single men, graduates of English universities. Applicants, with English teacher certificates, should send CVs to: 010 39 963 4346 (Italy, 04280) 460000

Hertfordshire County Council

Stevenage College
Department of Youth & Community Services
Appointments to the central team based at Bowes Lane House, Stevenage

Deputy Director
JNC Range 3 - £8349 - £9330 (under review)

Senior Youth & Community Worker
JNC Range 3 - £7866 - £8844

Youth & Community Worker
JNC Scale 2 - £6357 - £8103

Due to staff promotions a unique opportunity exists for the appointments to the Central Team which specialises in youth work within a new town community setting based Bowes Lane House. This is one of the country's largest youth complexes with exceptional resources and support staff.

Ring or write now for application form and further details from Robin Dillaway, Head of Youth & Community Services Department, Mossbury Centre, Webb Rise, Stevenage, Herts. Telephone: (0438) 314958.

BOLTON METROPOLITAN BOROUGH

CENTRE WARDEN

JNC Range 3 pts. 1 - 5 £7866/£8844

Applications are invited from qualified and experienced Youth and Community Workers. Teachers with Youth and Community Service experience for the post of Centre Warden at Bolton Youth Workshops, Stanley Street, at Deane Road, Bolton. The successful applicant will be responsible for the day and evening supervision of the Youth Workshop and should hold craft qualifications ideally with an industrial background.

Application forms and further details are available from the Personnel Officer, Town Hall, Bolton, BL1 1RU (Tel: 22311 Ext. 587 and 6105) to be returned by 7th June 1985. An Equal Opportunity Employer (17908)

SHROPSHIRE COUNTY COUNCIL

YOUTH SERVICE

Application invited from experienced youth workers to research needs and develop work with young people on

OVERDALE ESTATE, TELFORD

Person appointed will work in a District Team covering the South Wrekin District Area.

INSTEP approved Staff Development Policy.

Salary JNC Range 3, pts. 2-6, £8,103 to £9,087 + £380 approved additional qualifications.

Further details, job description and application form from County Education Officer (STA/100), Shrewsbury, Shropshire. Telephone 0743 222515. (17909)



SURREY COUNTY COUNCIL

SPELTHORNE ADULT EDUCATION INSTITUTE

PRINCIPAL (GROUP 3)

Salary within range £17,216-£18,462 + £264 London Fringe Allowance

Required 1 January 1986.

Applications are invited from suitably qualified and experienced candidates with Adult Education, and preferably also Further Education experience, for the post of Principal, which becomes vacant on the promotion to H.M.I. of the present Principal.

The successful candidate will be expected to have wide administrative and managerial experience and to demonstrate the capacity and vision for continuing development of this large Institute which provides a broad range of vocational and non-vocational courses, courses supported by the M.S.C. and has responsibility for education provision in two Remand Centres.

Application Forms and further details are available from the County Education Officer (FE/MED) County Hall, Kingston upon Thames, Surrey KT1 2DJ on receipt of a stamped addressed envelope. Completed application forms should be returned to the above address by 7 June 1985. (18014)



SURREY COUNTY COUNCIL

EXTENDED EDUCATION CENTRES FOR MENTALLY HANDICAPPED PEOPLE

Required for 1st January 1986 or before if possible.

The Authority intends to establish four Centres providing education for Mentally Handicapped Young People and Adults from September 1986.

Applications are invited for three posts at

Lecturer I grade

(£5,810-£10,512, plus £284 London Fringe Allowance) at the following Centres:

Bolton Park Centre, Bolton Park Hospital, Chertsey (2 posts). The Manor Centre, The Manor Hospital, Epsom (1 post).

Application forms are available from the County Education Officer (FE/MED), Surrey County Council, County Hall, Kingston upon Thames, Surrey, to whom completed applications should be returned by 7th June 1985. (18016)

BILINGUAL SCHOOL IN BARCELONA

DIRECTOR

for September 1985

The school is a coeducational day school with 400+ students aged 3-18.

Applicants should have minimum 5 years experience in school administration and extensive teaching experience and are required to be bilingual Spanish/English.

Applications in Spanish with c.v., names of three professional referees and photograph by mid June to: Apartado de Correos 20.133, Barcelona, Spain.

Posts Overseas Brazil

Four Lecturers in English as a Foreign Language, Sociedade Brasileira de Cultura Inglesa, Rio de Janeiro

Duties: to teach EFL to intermediate and advanced levels, including preparation for FCE and CPE for up to twenty-four teaching periods a week plus six hours of other activities including attendance at workshops, materials writing, video and audio recordings and lectures on other topics. An ability to teach diploma literature would be an advantage.

Qualifications: candidates aged 25-50, single, or married teaching couples, must have a degree from a British university, preferably in English or modern languages, with a postgraduate degree or diploma in TEFL and a minimum of three years' teaching experience. Salary: £12,750-£23,234 per month (exchange rate \$1/£66.55 approximately). Salaries are adjusted every six months in line with the cost of living index.

Benefits: thirteen months' salary, air fares, installation grant of 50% of one month's salary plus bonus equivalent to £1,000 paid monthly over the year at the rate of exchange on last day of month, contributory medical scheme, assistance with income tax payments. Contract: a two-year contract with the society which will be guaranteed by the British Council, commencing March 1986. (Earlier applicants need not apply) Reference: 86 D 48-52T

Qatar

Senior Teacher of English, English Language Centre, Doha

Duties: to teach EFL at all levels, using a range of published courses, to classes of up to twenty young adults. Up to twenty-four contact hours per week, mainly at the English language centre, but there is some teaching off-site for local companies. Assisting with registration, placement testing, setting achievement tests and writing student reports. The senior teacher also assists with course development, level and course co-ordination, materials writing and teacher training.

Qualifications: single candidates preferred. First degree preferably in modern languages or English and either RSA Dip, TEFL or PGCE TEFL. A minimum of four years' TEFL experience with at least two years overseas. Salary: QR 5000 per month rising to QR 6000 in the second year (\$1 - QR 4.5 approximately). Benefits: tax free salary, large furnished accommodation, well equipped, to be shared with one other male teacher. Free water and electricity. Ten working days' leave plus public holidays. Free medical and dental care available locally. Transport allowance of QR 140 pm. Baggage allowance of 100kg on appointment and termination.

Contract: two-year contract with the British Council. Closing date for applications: 19 June 1985. Reference: 86 D 45T

Saudi Arabia

Two English Language Instructors, English Language Unit, Petromin Shell Refinery Company, Jubail

The English language unit (ELU) is an integrated part of the training department of the personnel division, Petromin Shell Refinery Company. The ELU started its main teaching programme in September 1984. As the refinery is new it will not become fully operational until this year.

Duties: the teaching of English for up to twenty hours per week, writing and preparation of materials and other duties as required.

Qualifications: candidates must be male, married and aged 25-50 with a degree, a TEFL qualification and a minimum of two years' teaching experience and should hold a driving licence. Preference will be given to applicants who have worked overseas, and have experience in material writing and in the teaching of industrial and technical personnel.

Salary: From SR8,386 to SR9,470 p.a. commensurate with qualifications and experience (\$1 - SR4.52 approximately). Benefits: superannuation compensation at 10% of salary, free furnished accommodation, personal allowance of SR6,000, married allowance, transport allowance of SR5,500 p.a.

medical insurance allowance, thirty working days' fully paid leave, an international travel grant and a baggage allowance of \$1,000 on first appointment.

Contract: one-year contract (may be renewed) with the British Council, starting September 1985.

Closing date for applications: 31 May 1985. Reference: 86 A 7-8T

Sri Lanka

Manager, Direct Teaching of English Operation, British Council, Colombo

Duties: the manager will be responsible for the centre's planning, financial management and overall supervision of advertising, registration and marketing.

He/she will also be responsible for co-ordinating courses, syllabi and text books; allocation of teachers to courses, monitoring teacher performance, staff development and the management of professional standards. Qualifications: single candidates or married with teaching spouse who hold a first degree plus MA in TEFL/applied linguistics and at least six years' teaching experience, preferably overseas.

Salary: \$12,000 per annum. Benefits: return air fares, baggage allowance £750, free furnished accommodation, 11% superannuation compensation allowance, medical insurance premium and 42 calendar days' leave. Contract: two-year contract with the British Council commencing September 1985. Reference: 86 D 27T

Sri Lanka

Three teachers of English, British Council, Colombo

Duties: to teach English as a foreign language for twenty-two contact hours per week to Sinhalese/Tamil students who range from pre-intermediate level to OCE with a limited number of advanced CPE classes. The teachers should expect to assist with registration, placement testing and ELTS interview etc, and one will be asked to teach some English literature.

Qualifications: single candidates or married teaching couples between the ages of 25 and 35 with a first degree, RSA diploma or PGCE (TEFL) and a minimum of two or three years' experience.

Salary: \$5,600-£7,500 per annum according to experience. Benefits: return air fares, baggage allowance of \$450, 11% superannuation compensation allowance, medical insurance premium and forty working days' leave.

Contract: two-year contract with the British Council commencing September 1985. Reference: 86 D 28-30T

Syria

Five Teachers of English, English Language Institute, Damascus

Duties: teaching English as a foreign language for twenty-one contact hours per week at all levels from false beginners to post-FCE level. Assisting with placement testing, registration, materials production.

Qualifications: single or married teaching couples preferred. Age range 25-40. Scale 1 posts: Degree plus RSA preparatory certificate with one year's TEFL experience; Scale 2 posts: RSA Dip, TEFL plus two years' TEFL experience; Scale 3 posts: Degree or Cert. Ed plus RSA Dip, TEFL and two years' experience or PGCE TEFL and at least one year's TEFL experience.

Salary: Scale 1: £6075 - £6250 - £6500 Scale 2: £6700 - £7000 - £7200 Scale 3: £7500 - £7750 - £8000. Benefits: all salaries tax free. Tourist class airfares at beginning and end of contract. Baggage allowance up to \$300 on outward journey and \$300 on return journey. Accommodation subsidy. Initial grant of £200. Grant of £150 towards medical insurance. \$360 per annum towards voluntary contributions to superannuation/national insurance.

Contract: two years with the British Council, renewable by mutual consent. Closing date for applications: 12 June 1985. Reference: 86 D 14G-16T

Thailand

Four Teachers of English as a Foreign Language, British Council Centre, Bangkok

Duties: to teach EFL, general English to adults

from beginners to FCE. Some administration including report writing, marking of tests, and assistance with registration three times a year. Qualifications: single candidates or married teaching couples under thirty-five years with RSA Dip, TEFL or PGCE TEFL plus two or three years' relevant experience.

Salary: between Baht 19,138 and Baht 24,426 per month according to qualifications and experience. (\$1 - Baht 33.9 approximately). Benefits: return airfares, housing allowance, Baht 8,000 monthly, thirty-five working days' leave plus public holidays, baggage allowance \$300, medical insurance premium. Contract: one-year contract commencing 21 July (renewable). Reference: 85 D 32-36T

Turkey

Director of Studies, Turco-British Association, Istanbul

Duties: responsibility to the director of ITBA for the professional, administrative and financial management of the ELT operation, including the formulation of ELT policy, marketing and publicity, course design, materials production and teacher training. Qualifications: degree and RSA Diploma or PGCE in TEFL. Candidates must be British citizens with at least two years' personnel and financial management experience preferably in a teaching operation, and eight years' TEFL experience. MA in applied linguistics is desirable.

Salary: \$13,000 per annum payable in Turkish Lira. Benefits: rent and baggage allowances, air fares. Contract: two-year contract, renewable, commencing August 1985 guaranteed by the British Council. Closing date: 6 June 1985. Reference: 86 B 39T

Sri Lanka

Three teachers of English, British Council, Colombo

Duties: to teach English as a foreign language for twenty-two contact hours per week to Sinhalese/Tamil students who range from pre-intermediate level to OCE with a limited number of advanced CPE classes. The teachers should expect to assist with registration, placement testing and ELTS interview etc, and one will be asked to teach some English literature.

Qualifications: single candidates or married teaching couples between the ages of 25 and 35 with a first degree, RSA diploma or PGCE (TEFL) and a minimum of two or three years' experience.

Salary: \$5,600-£7,500 per annum according to experience. Benefits: return air fares, baggage allowance of \$450, 11% superannuation compensation allowance, medical insurance premium and forty working days' leave.

Contract: two-year contract with the British Council commencing September 1985. Reference: 86 D 28-30T

Syria

Five Teachers of English, English Language Institute, Damascus

Duties: teaching English as a foreign language for twenty-one contact hours per week at all levels from false beginners to post-FCE level. Assisting with placement testing, registration, materials production.

Qualifications: single or married teaching couples preferred. Age range 25-40. Scale 1 posts: Degree plus RSA preparatory certificate with one year's TEFL experience; Scale 2 posts: RSA Dip, TEFL plus two years' TEFL experience; Scale 3 posts: Degree or Cert. Ed plus RSA Dip, TEFL and two years' experience or PGCE TEFL and at least one year's TEFL experience.

Salary: Scale 1: £6075 - £6250 - £6500 Scale 2: £6700 - £7000 - £7200 Scale 3: £7500 - £7750 - £8000. Benefits: all salaries tax free. Tourist class airfares at beginning and end of contract. Baggage allowance up to \$300 on outward journey and \$300 on return journey. Accommodation subsidy. Initial grant of £200. Grant of £150 towards medical insurance. \$360 per annum towards voluntary contributions to superannuation/national insurance.

Contract: two years with the British Council, renewable by mutual consent. Closing date for applications: 12 June 1985. Reference: 86 D 14G-16T

Thailand

Four Teachers of English as a Foreign Language, British Council Centre, Bangkok

Duties: to teach EFL, general English to adults

The following posts are also funded under Britain's programme of Aid to developing countries:

Turkey

Post: English Language Teaching Adviser, Department of Foreign Languages, Karadeniz University, Trabzon

Duties: to train and upgrade the English Language Teaching Staff of the English Department in modern teaching methods and techniques, with special reference to service English; to develop ESP materials based on a needs analysis of 17 departments, to run language improvement courses for staff when required; and to teach general and/or ESP classes of students for six hours a week.

Qualifications: candidates, preferably married without children of school age at post and aged 35-50, should have a first degree in English or Modern Languages, an MA in Applied Linguistics and a minimum of five years' TEFL experience overseas. Salary: \$11,563-£16,158 p.a. Overseas Allowances: NIL-£737 p.a. depending on salary level and marital status. Reference: 86 K 4T

Uganda

National Teachers' College, Ngetta

Posts: 1. Head of Physics

2. Head of Mathematics

Duties: 1. To be responsible for the academic, professional and administrative work in the respective departments including teaching methods, curriculum development, examinations, practicals, teaching practice supervision, books and equipment, budgeting and in co-operation with the Director and Ministry of Education to select students and appoint staff.

2. To liaise with the Ministry of Education, the National Curriculum Development Centre, the Faculty of Education at Makerere and the National Teachers' College at Kyambogo in order to influence reform in the subject throughout the National Teachers' College system.

3. To participate in the definition of appropriate training for a counterpart. Qualifications: candidates preferably male, aged 35-55, must be UK citizens with a British educational background. They should be single or married without school-aged children at post. They should have a first degree in an appropriate subject, a professional teaching qualification and five years' experience of secondary school teaching in Africa.

Experience of teacher training is desirable. It is hoped that the candidate would be able to offer a second related subject in addition to the first subject.

Salary: \$11,563-£16,158 p.a. Allowances: \$477-£6,869 per annum depending on salary level and marital status. Reference: 86 K 6T

General Qualifications for all of the above Aid funded posts candidates must be UK citizens with a British educational background.

Benefits: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu. Contracts: initially for two years with the British Council. Posts tenable from September 1985.

Head of Quality and Standards in Training

£20,010-£24,315

The Manpower Services Commission's Quality and Standards Branch leads the Commission's efforts to secure acceptance of objective standards of achievement as the basis for entry to jobs, movement between jobs, and within training and vocational education. In addition to encouraging development of standards of training, particularly in sectors with no such tradition, the Branch is developing, in association with validating and standard setting bodies, methodology on content, assessment and validation of performance, at the Government's request the Commission is now seeking to develop the Youth Training Scheme so as to increase opportunities for vocational training leading to specific qualifications.

As Head of the Branch you will be the Commission's chief quality adviser responsible to the Director of Youth Training and, through him, to the Commission for developing the Commission's general approach to standards, assessment and certification, and specifically for developing and maintaining quality and standards in the Youth Training Scheme. You will have direct responsibility for 7 multi-

disciplinary teams of professional and administrative staff and links with 9 regional Quality Advisers. You should have held a senior post in the industrial/training/educational fields; have first hand experience in development/planning/direction/management of education or training programmes to meet industrial needs; have an up-to-date knowledge of curriculum and related developments relevant to Youth Training and vocational education; and have knowledge of standard setting bodies and how they operate. You should have proven management and negotiating skills and the background, status and ability to influence professional and national bodies concerned with standard setting, technical and vocational education and training, and training development.

Salary (under review): £20,010-£24,315. The post is based in Sheffield and is for a period of 3 years initially with the possibility of extension or conversion to a permanent appointment. Loan or secondment will be considered. For further details and an application form (to be returned by 11 June 1985) write to Civil Service Commission, Alcon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref: G/6542. The Civil Service is an equal opportunity employer.

Manpower Services Commission

Department of Education and Science

HM Inspectors of Schools

HM Inspectors provide a service of professional advice to the Secretary of State. The work primarily involves inspecting educational institutions and writing reports, as well as consulting with and advising local authorities on the basis of inspection.

Current vacancies are in the following specialisms: Biology, English.

You should have appropriate qualifications and broadly based teaching experience normally of at least 10 years in colleges, secondary schools or primary schools, and an informed interest in current educational thought and practice.

Knowledge of the Welsh language would be an advantage. Experience in a senior managerial capacity in schools or colleges would be an additional advantage.

Starting salary (under review) is within the range £16,225 to £21,830. Promotion prospects.

Relocation expenses within a maximum of £5,000 may be payable.

For further details and an application form (to be returned by 14 June 1985), write to Civil Service Commission, Alcon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours).

Please quote ref: G/6547/1.

The Civil Service is an equal opportunity employer.

Welsh Office-Y Swyddfa Gymreig

WELSH JOINT EDUCATION COMMITTEE

DEVELOPMENT OFFICER: TVEI SCHEMES

P04 £13,326 - £14,358

(Re-advertisement at increased salary and amended conditions.)

Applications are invited for the post of DEVELOPMENT OFFICER: TVEI SCHEMES within the Examinations Department of the Welsh Joint Education Committee.

The principles and rationale of the TVEI have encouraged schools and colleges to modify their approach to curriculum and assessment processes. The Development Officer will support such work, particularly in the context of modular and other schemes leading to Common Syllabus, and eventually GCSE, certification.

The Development Officer will operate in a supportive and disseminatory capacity. The post will be based at the WJEC office and may involve considerable travel within Wales. Familiarity with recent curriculum development at secondary level would be an advantage.

Duties will commence as soon as possible. The agreement with the Manpower Services Commission states that the contract will operate for two years with an option of extending the agreement for a further three years (i.e. a total period of five years which corresponds to the duration of the TVEI programme).

The Committee would be prepared to support an application for secondment. Further details and application forms (to be returned by 14 June 1985) may be obtained from the Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff, CF1 4XX. Previous applicants who wish to be reconsidered are asked to notify the Secretary at the above address by letter.

EDUCATION DEPARTMENT

SENIOR EDUCATIONAL PSYCHOLOGIST (TRAINING)

Soulbury Scale HT Group £14,664-£15,963

This is a combined post as:

- Associate Tutor to the Birmingham University Professional Training Course in Educational Psychology, and
- Educational Psychologist within Solihull Schools Psychological Service.

Applicants should be fully qualified and experienced educational psychologists and be able to take up post in September, 1985.

A car user allowance is payable, and assistance with removal expenses (in approved cases).

Informal enquiries can be made to Mr. B. Roberts, Courses Tutor on 021-472 1301 (ext. 2721) or Mr. A. Large, Principal Educational Psychologist on 021-745 5288.

Application form and job description available from: Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands B91 3QB. Tel: 021-705 6789 (ext. 635 or 021-705 9672 (evenings and weekends)) - 24-hour answerphone, quoting Ref. No. C1062M.

Closing date: 12th June, 1985.

Metropolitan Borough of Solihull

Miscellaneous

A LARGE INTERNATIONAL company the field of nutrition are looking for people in all areas of the U.K. who would like a time interest. £300 plus per month once training. Most have a car and phone. Pension scheme, company car and foreign travel are achievable. Write giving details to: Mr. J. J. Quinn, 6 Dorian Lodge, Loughlin, Buzard, Buds. (1163) 60000

BERKSHIRE WORK EXPERIENCE OFFICER: £3,561 p.a. (incl. £1,000 O.T.) This work experience scheme is a well established and vital part of the overall programme at Bracknell Centre aimed at increasing the independence of mentally handicapped people. As present staff will only 120 clients participate in a variety of placements. We are looking for someone with the confidence, energy and imagination to further develop this scheme both within the Centre and in the community. A relevant qualification (e.g. N.C.S., C.S., D.P., C.M.H.A.) would be an advantage and possession of a driving licence is essential. For an informal discussion please contact Mr. Bethel on Bracknell 423758.

Application forms and job descriptions are available from the Personnel Section, Bracknell Social Services, Flexibility Unit, Skimped Hill Lane, Bracknell, Berkshire RG40 1JL. Closing Date 10th June. An Equal Opportunity Employer. (0481) 60000

GREEN GODDESS TYPE? Beauty Farm seeks versatile PE teacher commencing Nov. 85. Essential: 1. 5 years' experience. 2. A Photo to Box No. 758. 3. A letter to Box No. 758. 4. A letter to Box No. 758. 5. A letter to Box No. 758. 6. A letter to Box No. 758. 7. A letter to Box No. 758. 8. A letter to Box No. 758. 9. A letter to Box No. 758. 10. A letter to Box No. 758. 11. A letter to Box No. 758. 12. A letter to Box No. 758. 13. A letter to Box No. 758. 14. A letter to Box No. 758. 15. A letter to Box No. 758. 16. A letter to Box No. 758. 17. A letter to Box No. 758. 18. A letter to Box No. 758. 19. A letter to Box No. 758. 20. A letter to Box No. 758. 21. A letter to Box No. 758. 22. A letter to Box No. 758. 23. A letter to Box No. 758. 24. A letter to Box No. 758. 25. A letter to Box No. 758. 26. A letter to Box No. 758. 27. A letter to Box No. 758. 28. A letter to Box No. 758. 29. A letter to Box No. 758. 30. A letter to Box No. 758. 31. A letter to Box No. 758. 32. 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